

Mother Goose On The Loose



Hatchlings **Ready to Hatch** INSTRUCTION GUIDE

Betsy Diamant-Cohen



The MGOL Hatchlings materials were developed for the Maryland State Library Agency with funds from the Maryland State Department of Education, Division of Early Childhood, as part of the PDG Birth-5 funds through Grant Number 90TP0032-01-00, from the Office of Child Care, Administration for Children and Families, U.S. Department of Health & Human Services.

Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

*Copyright © Betsy Diamant-Cohen 2024
Mother Goose on the Loose Hatchlings is a registered trademark of
Mother Goose on the Loose, LLC*

Table of Contents

1 About MGOL Hatchlings

- 5 Glossary
- 6 Goals
- 7 Objectives
Acknowledgments

2 About Your Ready to Hatch Sessions

- 8 Siblings and Guests
Timing
Planning Your Program
 - *The Organizer's Role*
 - *Organizing Checklist/Timeline*
 - *Utilizing Partners*
- 9
 - *Establish the Schedule*
 - *Downloadable Materials*
- Recruiting
 - *Parent Flyer*
- 10
 - *Advertising*
 - *Social Media*
- 11
 - *The Personal Touch*
- 12
 - *Logistics Questionnaire*
 - *Logistics Checklist and Blurb for Registration*
- 13
 - *Registration Form*
 - *Gather Props*
 - *Printing and Using the Panels*
- 14 Preparing for Your Sessions
 - *Watch Video and Practice*
- 15
 - *Modifying Your Program*
- 16
 - *Photocopy Forms*
- 17
 - *Prepare the Kits*
 - *Final Steps Before Your Program*
 - *FAQs*
- Setting the Scene
- 19
 - *Kits*

3 The Script

- 20 Before the Session Begins
Script for *Hatchlings*:
Ready to Hatch
- 22
 - 1. *Welcoming Comments*
- 23
 - 2. *Rhymes and Reads*
- 30
 - 3. *Body Rhymes*
- 32
 - 4. *Standing up Rhymes*
 - 5. *Animal Songs*
- 34
 - 6. *Musical Instruments*
- 36
 - 7. *Lullaby*
- 37
 - 8. *Library Information*
- 39
 - 9. *Questions*
 - 10. *Closing Comments*
- 42 Cheat Sheet for *Hatchlings*:
Ready to Hatch

4 Debrief & Ways to Modify

- 47 After the Session
- 48 *Ready To Hatch* Reflections
- 50 Adapting for Virtual Presentation
 - *Logistics*
 - *Compiling and Distributing Give-away Kits*
 - *Making Phone Calls*
 - *Set-up*
- 51
 - *Technical Tips*
 - *Using PowerPoints instead of Panels*
- Online Session Preparation
 - *Adaptions to the Welcoming Comments*
- 52 Resources

5 Appendices

- 57 A: Organizing Checklist/ Timeline
- 59 B: Advertising Flyer
- 60 C: Logistics Questionnaire
- 61 D: Logistics Checklist & Blurb
- 62 E: Registration Form
- 63 F: Consent Form
- 64 G: Materials Checklist
- 65 H: Sign-in Sheet
- 66 I: Song Sheet
- 68 J: *Hatchlings* Headlines
- 76 K: Evaluation Survey
- 77 L: Design Your Own Session Template

1 About MGOL *Hatchlings*

Mother Goose on the Loose: Hatchlings is a unique program under the *Mother Goose on the Loose*® umbrella. *Hatchlings* consists of two separate programs: *Ready to Hatch* for expectant parents and *In the Nest* for parents with newborns.

Childhood experiences form the foundation upon which social, emotional, and economic success is based. Being raised by a loving parent who engages in age-appropriate, play-based early literacy practices has been shown to positively impact the lives of these babies and of future generations as well.

MGOL Hatchlings aims to give all children the opportunity to start out life in a position of strength regardless of their family's resources and experiences. The *Hatchlings* programs empower parents by providing informal instruction in child development and give them a repertoire of songs and rhymes to share with their babies. Both

Hatchlings programs build upon the philosophy and basic structure of the *Mother Goose on the Loose*® program (an early literacy program for children birth to age 3 with their parents or caregivers, <https://www.mothergooseontheloose.com>) and incorporate the five literacy practices from the Public Library Associations' *Every Child Ready to Read*.¹

Ready to Hatch is a one-session program hosted in a participating library or in an outreach location in coordination with at least one community partner. Its focus is on expectant families, many of whom may be non-library users, historically underserved families, or families from under-represented populations.

This Instructional Guide aims to give you everything you will need to present *Hatchlings: Ready to Hatch* sessions. Printable documents are also downloadable from the *Mother Goose on the Loose: Hatchlings* website at: <https://bit.ly/RTH-2024-Materials>. The Password is “ILoveLibraries”.

Although this project is limited by time and funding, our hope is to build upon its success and expand *Hatchlings* into many languages. For Spanish speakers, we recommend *Escucha y disfruta con Mama Gansa: canciones, rimas, y juegos en Español y en Inglés* CDs, one for the branch facilitator(s) and one for the outreach location facilitator(s). This CD offers an array of Spanish songs and fingerplays appropriate for *Hatchlings* audiences. Maryland librarians have also recommended using *The Bilingual Book of Rhymes*² as a resource for Spanish language songs and rhymes.*

We hope that all of the *Hatchlings* materials will give you a solid foundation for getting started, making the program your own, and inspire you to connect with new parents in your communities who have not yet discovered the library and the wealth of its offerings.

Glossary

- **Facilitator:** That’s you! After completing the *Hatchlings* training, you will be expected to facilitate the *Hatchlings* program in your community.
- **Participant(s):** The people who attend your program will be expectant parents. For simplicity,

this guide will use the word “parent” although we recognize and acknowledge that there are many kinds of families and that anyone, pregnant or not, can be an expectant parent.

- **Organizer(s):** A point person or team from each library system who is responsible for all technical details including packing and unpacking materials, scheduling facilitators, coordinating with partners, creating a timeline for sessions, ensuring that registration software is edited to include *Hatchlings* registration, ensuring that *Hatchlings* is advertised on the library’s website, etc. More on this in Section 2.
- **Session:** *Hatchlings* is the name of the overall program. Sessions are the separate 45 - 60 minute time blocks when parents meet with their facilitator to engage in *Hatchlings* programming.
- **Ready to Hatch** is the first section of *Hatchlings* that consists of one session for expectant parents.
- **In the Nest** is the series of four consecutive sessions for parents with babies from birth to four months old.

**An immense thank you to Kirsten Grunberg for her fabulous adaptations and translations in our first year, enabling Hatchlings to reach Spanish speakers from the very beginning of this program.*

Goals

1 For the core team to develop, implement, and assess a new early literacy program that supports expectant and new families and aligns with many Infant & Toddler Goals. In offering an expectant family program that incorporates literacy, language, and family engagement in the library - as well as out in the community by working with partner organizations - we will increase library utilization and access.³

2 The *Hatchlings* program strives to plant the roots of early literacy with equity in mind as it engages under-represented populations.

3 Families will be encouraged to sing songs and tell culturally rich stories handed down through their own families, promoting multi-generational engagement and learning.

4 Expectant families introduced to *Hatchlings Ready to Hatch* are encouraged to return for *Hatchlings: In the Nest*, a continuation of the program for babies from birth to approximately 4 months, supporting new parents through major life transitions of birth, parenthood, sibling adjustment, and acclimating to public spaces with newborns.

5 Library staff will gain new experience and skills working with expectant families and new babies as there are limited trainings or courses currently existing for these populations.

Objectives

- Families become aware of the importance of reading, singing, and talking to their babies daily, before and after birth, to build a love of reading, lifelong learning, and early literacy skills.
- Parents learn that lifelong reading and learning can develop from the very beginning of life; learning together as a family is rewarding and powerful.
- Parents gain knowledge about early developmental stages of babies and learn techniques to guide their interactions for maximum response and stimulation.
- Parents develop a daily reading routine with their baby, so this aspect of care is regularly maintained in the early days of parenting.
- Instructors enable and foster early bonding experiences between parents and their babies.
- Parents gain confidence in their literacy skills and their role as their baby's first, important teacher.
- Increase awareness of library programs, resources, and services amongst library non-users and under-represented populations through promotion of the *Hatchlings* program with community partners and outreach

efforts to bring *Hatchlings* to these populations in the community.

Acknowledgments

Funding from Maryland State Department of Education supported the creation, implementation, and evaluation of *Hatchlings* during its initial three years. *Hatchlings* was developed by Dr. Betsy Diamant-Cohen for the Maryland State Library Agency in conjunction with Carrie Sanders, Dorothy Stoltz and Elaine Czarnecki. The logos were created by Celia Yitzhak. Cameron Morgan was the graphic artist who beautifully designed all of the *Hatchlings* materials. Special thanks goes to Dr. Brenda Hussey-Gardner and Jan Fabiyi for their contributions.

Much appreciation goes to the *Hatchlings* focus group consisting of Anne Higgins, Lindie Ashman, Alon Diamant-Cohen, Kit Bloom, Dr. Brenda Hussey-Gardner, Dr. Ken Tellerman, and Cen Campbell. An extra special thank you goes to the Maryland librarians who participated in the focus group and/or will be involved in facilitating the *Hatchlings* programs: Denise Laird, Christopher Heady, Barbara Weber, Katie McVicker, Maya Huychla, Anneliese Trainer, Pamela Hamlin, Kirsten Grunberg, Eliana Holgate, Emily Trovato, Sylvia Hennesie, and Beverly Izzi.

2 About the *Ready to Hatch* Session

Siblings and Guests

Hatchlings: Ready to Hatch will work best if parents-to-be are the only attendees. However, the expectant parent may choose to bring a friend or relative for support, which is fine. Siblings and other children should be discouraged from attending.

Timing

Each session is designed to last for 45 minutes to an hour. However, it is useful to allow for 75 minutes since time will be needed at the beginning to fill out forms and at the end for picture-taking and surveys.

If you notice that the script takes more than one hour for you to deliver, adjust the material according to the time it takes you to present and what you feel most comfortable presenting. Songs may be easiest to remove or shorten your session.

Planning Your Program

The Organizer's Role

The organizer for a participating library system may or may not also be a facilitator. Scheduling can be an overall challenge since the organizer needs to take into account each branch library's schedule, each facilitator's schedule

and potentially all of the community partners' schedules in order to have sufficient lead time. It becomes complex because many libraries use databases to schedule and lining up the intertwined action items can be challenging and time-consuming. We strongly recommend everything be in place before the communications department publishes information about the sessions to the public and registration opens.

Organizing Checklist / Timeline

To plan for any program, it is useful to have a checklist detailing all of the steps that need to be taken regarding preparation, publicity, distribution, printing, etc. **Appendix A** includes a checklist for *Ready to Hatch* that can also be applied to planning any other library programs.

Utilizing Partners

It is not easy to find expectant parents to attend your programs, especially when you are first starting out. If you already have partners such as Early Head Start, home visitors, pediatricians, etc., use these partnerships! Remember, *Hatchlings* is benefiting them as well. Ask if they can promote the program to the families they work with. Or, if it is a place like a daycare or Early Head

Start, ask if they would like to host the program in their location.

Once they express interest, gently nudge your partners with occasional emails. Friendly phone calls and phone messages can help too, especially with relationship building. Be ready to switch partners as needed — and work with your first choice partner in secondary ways. For example, you may want to ask your first choice partner to primarily promote the program to their families, while engaging another partner who can offer a site location or staff time to become more involved.

Establish the Schedule

Establish a consistent session schedule. Successful times for library programs may not mirror successful program times for community partners. Late afternoon and early evening sessions may work better in one place while morning and afternoon sessions may work best in another. Keep times in each location consistent.

Ready to Hatch parents-to-be only need to attend one session. Some parents may enjoy attending more than once, and that is fine.

Downloadable Materials

All materials needed to plan, advertise, present, and evaluate your program are shown in the appendices and available on the MGOL website at: <https://mothergooseontheloose.com/programs/hatchlings/newhamp/>

- Organizing Checklist/Timeline (**Appendix A**)
- Advertising Flyer (**Appendix B**)
- Logistics Questionnaire (**Appendix C**)

- Logistics Checklist and Blurb for Registration (**Appendix D**)
- Registration Form (**Appendix E**)
- Consent Form (**Appendix F**)
- Materials Checklist (**Appendix G**)
- Sign-in Sheet (**Appendix H**)
- Song Sheet (**Appendix I**),
- *Hatchlings* Headlines (**Appendix J**)
- Evaluation Survey (**Appendix K**)
- Design Your Own Session Template (**Appendix L**).

Recruiting

Recruiting participants for your first programs is hard and often takes more time than expected. Identifying traditional and non-traditional potential partners and contacting them from the beginning of your planning process helps! Ask them about the goals of their organization and the people they represent and tell them about *Hatchlings*. Make sure that *Hatchlings* furthers their mission; this is imperative for a true partnership where everyone contributes and everyone benefits. Discover through conversation what the library and potential partner would gain by working together; we want everyone to gain by collaborating. In the earliest stages, the most important help your partner can give is to promote *Ready to Hatch* and urge their expectant parents to come.

Parent Flyer

In **Appendix B**, there is a suggested flyer. In the online version of the flyer, you can customize the flyer with your library's logo, name and address, as

well as the day, date, time, and location of the session. The flyer briefly explains what the session entails and lists some benefits of attending. There is space to add additional information such as “translators available.” Once the flyer has been edited to reflect information specific for your *Ready to Hatch* sessions, save and download as both a .pdf and .jpg so it can be printed or used digitally.

Advertising

Printed flyers can be posted in the entrance of the library and can be given to community partners for posting and distribution. Below are some ideas on where you can post the flyer:

- Post a digital flyer on your library’s website and link it to relevant community calendars.
- Post it on social media, Facebook, Twitter, Instagram, etc. Include it in any electronic newsletters, library blogs, or posts.
- Ask library users to post the flyer on their social media accounts as well, to reach people who aren’t yet library users.
- Share printed flyers with your community partners. Local clinics and doctor’s offices may want some. Consider promoting *Hatchlings* in gyms and boutique workout studios as well as at various places of worship, daycares, preschools, and coffee shops.
- Arrange to meet with the child life specialist at a local hospital and ask if you can give a 5-minute talk about *Hatchlings* during Lamaze or other preparing-for-birth sessions.
- Ask local midwives to mention it to their patients and offer or post the flyer in their office.

While the flyer informs and reminds expectant parents of the date, time and place, a personal face-to-face invitation is the most effective way to engage parents and encourage them to attend a *Ready to Hatch* session. Notify fellow library staff about *Hatchlings* and tell them to share the information with new parents.

Social Media

Use social media such as Facebook or Twitter to promote your workshops.

It is best practice to keep posts short, and when possible, include a picture (from the public domain or with permission) that relates to what you will be doing in the workshop. For instance:

Build your baby’s brain power even before birth! Come to a Mother Goose on the Loose Hatchlings: Ready to Hatch workshop on [day, date at time] at the library. For expectant parents; call [phone number] today to register.

One week later, follow up with another post:

Have you registered yet for the Hatchlings: Ready to Hatch workshop on [day, date, at time] at the library? Call us at [phone number] and join us for fun, early literacy building activities. [Add in the information regarding who should come]... expectant parents.

One week before the workshop, post again:

Calling all expectant parents! Come to the amazing Hatchlings: Ready to Hatch workshop on [day, date

at time] at the library. Register at [phone number] and join in the fun on [day, date and time] at the library. For parents who are expecting a baby.

Alternatively:

If you are expecting a baby, join us for a one-hour session of Hatchlings: Ready to Hatch. Learn songs and rhymes to share with your unborn baby, hear tips on child development, have fun with other expectant parents, and receive a gift. Presented by your local library at location on [day, date, at time]. Call [phone number] to register now.

One day before the workshop, post again:

Are you pregnant or expecting a baby soon? Would you like to learn new ways to build your baby's brain power, even before birth, through fun and easy activities? Join your local librarian for Mother Goose on the Loose Hatchlings: Ready to Hatch. Meet other expectant parents, get lots of useful tips, and have fun! At [place], on [day, date, at time]. Hope to see you there! Call [phone number] to register now.

Additional social media tips:

- Consider translating your message into other languages used in your community and posting those as well.
- Use a hashtag for your library ([#YourLibraryName]).
- Make a short promo video for Instagram or TikTok.

The Personal Touch

Keep alert for opportunities to extend personal invitations. These are often the strongest motivators for attending programs. Mentioning the book that participants will receive by attending will also be helpful in attracting participants.

If you are presenting programs virtually, do not wait to simply send a link to the session an hour ahead of time. Instead, call each parent one or two weeks ahead of time to remind them that you are looking forward to seeing them at the upcoming session. Follow that phone call with a personal email that contains a link to the session even though it is well ahead of time. Send another reminder at 7:00 am on the day of the session with another link.

The best way to reach families is to encourage them to participate in our programs. After examining massive amounts of data, researchers have found that families prefer the push method rather than the search method. When presenting virtually, a push is a text or an email that comes directly to the families with the link for the session, rather than the search method which requires them to find the program link on Facebook pages, a library website, or an online newsletter.

When working with underserved populations through partner organizations, it is helpful to suggest that your contact at the organization attend the session, too. People who feel vulnerable will be reassured by seeing the organizational representative that they know also attending.

Do not get discouraged if it is hard to draw an audience; getting a program off the ground is the hardest part. With patience and perseverance, you will succeed. Once the expectant parents

find out how much fun and valuable the session is, they will tell their friends. You shouldn't have to worry about attracting an audience after that!

Logistics Questionnaire

Before publicizing your sessions, use the "Logistics Questionnaire" in **Appendix C** to brainstorm with other librarians regarding services that your library is able and willing to offer. Answering questions such as "Is there a program for siblings taking place at the same time?" "How can you help families with mobility issues?" and "How much lead time do you need to schedule an interpreter?" will help you fill out the logistics checklist (**Appendix D**).

In addition, when working with partners, it is essential to communicate on a regular basis. If your partner will be hosting the program in their space, ask them if you can make a site visit. If not, ask them to describe the space. Their input can be very helpful; questions to ask and points for consideration are on the Logistics Questionnaire in **Appendix C**. Be sure to record their answers on the Logistics Checklist so you can refer to them when getting ready to plan and present your program.

- Ask your community partner to describe the space they are planning to offer for *Hatchlings* implementation - could a site visit take place to see space?
 - Where will the Facilitator present?
 - Is WiFi/Internet available? Is it dependable?
- For additional programs, like our companion program *In the Nest*: Will there be space for strollers, car seats, etc. at the site?
- Be ready for a mixed group of

pregnant parents or some with newborns. This means the program must become a blend of the *Ready to Hatch* and *In the Nest*.

- For example: You might incorporate the brain development piece from *Ready to Hatch* into an *In the Nest* session. This content in particular is important and helps justify why this interaction with babies is important. You might make the brain panel "generic" so it could be used in both programs.
- Combining programs could also be effective in settings that do not have a large population of expectant families.

Logistics Checklist and Blurb for Registration

Keep the logistics checklist (**Appendix D**) nearby when registering attendees for *Hatchlings: Ready to Hatch*. It will remind you of essential details to share with attendees. For instance, since there is a program evaluation component, all attendees will be expected to fill out surveys and must be aware that photos/videos may be taken. This checklist reminds you to tell them why they'll be asked to fill out a consent form and also highlights other information needed during program registration.

Registration is an optimal time to briefly let people know about services the library offers which might affect their attendance at the program. For instance, since public libraries usually supply interpreters for people who need them, it is essential to always look at the sign-up information sheet before signing up program participants. The completed

checklist can sit on your desk, next to your computer, and/or near the phone to remind you to tell the people signing up about the services your library has to offer. The blurb on the other side will remind you what to say to parents-to-be before they register. We recommend laminating the combined logistics checklist and blurb (**Appendix D**).

Registration Form

While libraries traditionally take registration information over the phone and enter it electronically, occasionally there are glitches. That's when the sign-up sheet comes in handy! In addition, the Program Sign-up Sheet url can be shared with community partners who may not have access to computer registration. We hope to limit registration to 15 families per session, divided between the library and community partners. It may be useful to tell people signing up that although the session is meant to last for 60 minutes, they may need up to 75 minutes for signing consent forms and taking surveys at the end of the session. (**Appendix F**)

Gather Props

These supplies are needed for the implementation of *Hatchlings*. A link to the checklist can be found in **Appendix G**.

- **LP Rhythmix Chickitas Cherry - made by Musician's Friend**
- ***Hello, My World* Illustrated by Jannie Ho.** A copy of this book will be given to each family unit attending a session.
- ***The Hatchlings: Ready to Hatch song sheet*** will be given to each family unit at the end of each session.
- ***Mother Goose on the Loose Tote Bag*** for storing supplies.

- **Library Calendars** (& possibly flyers) A calendar advertising upcoming library events can be given to each family unit attending a session.
- **Hatchings Panels** - 11" x 17" panels with both text and illustrations, giving parents something visual to focus on during the session to help keep them engaged and providing prompts for the facilitator.

Printing and Using the Panels

The panels can be directly downloaded from the *Mother Goose on the Loose: Hatchlings* website. They should then be printed out, in full color, on 11" x 17" white tagboard panels and laminated.

Panels should be placed on an easel or magnet board during your session. The panels will provide parents with visuals during the program and will provide the facilitator with prompts to remember what to do next. Each visual consists of text and at least one illustration.

Each panel should be downloaded and photocopied in color (NOT double sided) on 11" x 17" sheets of heavy paper or tagboard. To help keep the pages in order, write the page number that is on the front of each panel on the back of each printed page prior to laminating. Laminating the panels makes them more durable and easier to sanitize. If you will be using a magnetic board, attaching magnetic strips to the back of each page will facilitate putting the panels on and taking them off. If you plan to use a flannel board, gluing felt or sand paper to the back of each panel will help it stay attached.

If you use the Ningbo Conda A135066 Aluminum mini easel, the panels will not require any backing. They can be placed in order on the easel stand. As soon as one panel is finished, slide it off the

stand and into the bin below. The next panel will already be showing.

To prepare for the session, put all panels facing up, in numerical order, with the first one on the top of the pile. Store this pile, in the order in which the panels will be used, behind the magnet board, within easy reach but out of view of the participants.

When you finish using a panel, put it in a plastic storage bin under the table. This will free up table space and facilitate clean-up after the session. Immediately put the next panel up. The magnet board should never be empty for more than a few seconds.

Mini versions of the panels (“*Hatchlings* Headlines”) should be printed out and given out to the parents at the end of each session. This will mean they don’t need to take notes; the tip sheet will remind them of all the material that was covered so they can simply participate and enjoy the session. Mention this at the beginning of each session. (**Appendix J**)

The panels, meant for use in a program presented in person, are also available in PowerPoint so they can be used on Zoom or another platform.

Preparing for Your Session

Watch the Video and Practice

Before continuing, watch Betsy’s sample online *Ready to Hatch* program on YouTube at <https://bit.ly/RTH-Demo>. This video is NOT password protected, but you must have the link to find it and click on it. Then read through the script in the Instruction Guide.

Read it again. And again. Then try saying it in your own words using the panels as a prompt. **You are not meant to read the script word-for-word during your sessions.** Stuffing all of the information in the script into the heads of the participants is not what *Hatchlings* is about.

We want to encourage parents to talk, sing, share books, and play with their babies, giving replicable examples of how that can be done. We also want them to feel good about libraries. And, we want them to feel connected with their local librarians. If this is their first time interacting with a librarian, we want them to feel that the librarian is their ally, someone they will be comfortable talking to. Our hope is that the positive experiences with the library and librarians will result in an increasing number of lifetime library users.

The script is meant to give background information and implementation suggestions, but a program always works better if you make it your own. So once you are familiar with the script, decide which parts you are most comfortable presenting and practice those until you are comfortable delivering them. Feel free to use your own words! The participants will get to know you better if you use your own words and present in your own personal style.

It is essential that facilitators practice implementing the program with one another to get feedback and gain confidence. For best results, practice the Welcoming Comments often, making sure that all of these elements are incorporated into your initial greeting:

- A nice smile.
- Voice projection that is loud enough for people on the other side of the room to hear you.
- A cheerful voice.
- A confident and engaging manner.
- Convincing words “I’m delighted to see you here today,” giving the sense that you are really glad to be presenting the program.

Keep practicing until saying the welcoming comments feels natural for you. It will set the tone for the entire program. It is up to you to:

- Provide a safe, non-judgmental space where families come together to meet one another, ask questions and share stories.
- Inform families of various resources available to help them foster their baby’s brain development through early language and literacy activities and materials to take home (e.g., *Hatchlings* Song Sheet, *Hello, My*

World, and any library calendars or promotional materials which you would like to add.)

- Add joy to a family’s day by modeling fun language and literacy building activities that parents can use in safe and developmentally appropriate ways with their baby.

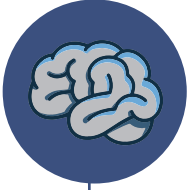
If there is only one *Hatchlings* facilitator in your library system, the facilitator should practice multiple times and then present a practice session for a colleague. The panel visuals can serve as prompts in addition to cheat sheets. Find what is most comfortable for you.

When practicing, facilitators should follow the *Hatchlings* script and use the panels and manipulatives as will be done during an actual *Hatchlings* session. The script does not have to be memorized; sessions run more smoothly if you say things in your own way. However the script details are important to share and it is essential to give parents correct information. The repetition in the scripts is intentional; repeating the information several times will help participants to remember what is said.

Modifying Your Program

While practicing your program, you may decide that you’d prefer to use songs and rhymes that differ from those in this script. Or perhaps you speak slowly, and can’t fit all of the material into a reasonable time slot. In order to make it easy for you to modify the script, **Appendix L** has an outline of the program sections. Retype these into a Word document and then fill out the information you would like to present. This structure is an essential element of *Hatchlings*.

Photocopy Forms



A special note: Talk About the Brain

Two sections at the beginning of *Ready To Hatch* are devoted to the brain. This is because studies have “found a direct relationship between a parent’s knowledge and beliefs about brain development and how much they interact with their child from day one.”⁴ Informing parents about brain research in an easily understandable way is essential because it alerts them to the fact that conversational exchange and active engagement from birth is critical. In her book *Parent Nation*, Dana Suskind calls this “Three T’s: Tune in, Talk More, Take Turns.”⁵ According to Suskind, “Building strong brain connections in the first years of life is like creating the hard drive of a computer. With good built-in processing speed and memory capacity, you will be able to add software updates indefinitely.”⁶

Over 85% of the brain’s total adult volume is built in the first thousand days of a child’s life, and that’s why what happens during this time is critical.⁷ If parents understand that talking, singing, sharing books, and playing leads to stronger literary, reasoning, and other skills; if they hear how early care and education affects lifelong physical and mental health; if they learn that early positive interactions are associated with lower levels of obesity, type 2 diabetes, and heart disease; and if they understand that research has linked positive early connections to reductions in crime and increases in lifetime income, they will understand the impact that their behavior can have.⁸

Once parents know HOW healthy brains are built, even if their baby is still in utero, they will be more receptive to using the songs and rhymes during the *Ready to Hatch* session, and will be more likely to continue using them at home.⁹ In fact, knowing what a positive effect they can have on their children’s language and brain development no matter how much education the parents have had is a big incentive for sharing the five practices with their fetus and newborn. It’s empowering for them to know that they have the ability to help build their child’s brain. That’s why it is important to leave in the section of the brain and to practice it so you can do it smoothly.

Download any of the forms you will need for the program and photocopy as many pages as you will need:

- 1 consent form per person
(**Appendix F**)
- 1 materials checklist for you
(**Appendix G**)
- 1 sign-in sheet per 15 people
(**Appendix H**)
- 1 song sheet per person
(**Appendix I**)
- 1 *Hatchlings* Headlines per person

(**Appendix J**)

- 1 evaluation form per person (if using paper) (**Appendix K**)

Prepare the Kits

Use the *Mother Goose on the Loose* tote bags to create kits to be used by you and the parents during each program. Fill enough bags so there will be one per person plus a few extra, with:

- one copy of *Hello, My World*
- one shaker

- the song sheet
- the mini-panels hand-out
- any selected materials on the library hosting the session or from the companion outreach site

Create one *Hatchlings: In the Nest* display kit to publicize the items families will receive for attending those sessions. This kit should remain with your presentation materials; it can be used over and over as an incentive to encourage families to return to *Hatchlings: In the Nest* once their baby has arrived. These items are:

- a *Mother Goose on the Loose* tote bag
- the *Happy Baby* cardboard book, by Violet LeMay
- the *Wiggle! March!* indestructible book, by Kaaren Pixton
- a maraca (also referred to as a chickita)
- a frog puppet
- an *In the Nest* songbook

Final Steps Before Your Program

Look over the registration list before your first session. Call each person on the list and ask if they will be coming. Remind them of the start and end time. Ask if they have any special needs or situations that would be helpful for you to know ahead of time. If the person you are speaking with asked for a translator when signing up, let them know if the translator will be available.

FAQs

What if an English Language Learner (ELL) adult attends a program without requesting an interpreter ahead of time?

Prepare a written paragraph ahead of time explaining your library's policy regarding interpreters, and have it translated into the languages spoken in your

community. Keep it nearby so you can use it while greeting attendees as they arrive.

If someone arrives who does not yet speak English, welcome them warmly. Show them the written paragraph and ask if they would like to have an interpreter come for the next session. Reassure them that they are still welcome to stay for the current program, as well.

If parents arrive towards the end of the program, is it too late for them to participate?

It is never too late to join in the group activities or to receive the gift for that week.

What if a participant refuses to sign the consent form or does not consent to being photographed?

Make it a point to seat them on one side of the room so they do not get in the pictures (and explain why you are doing so).

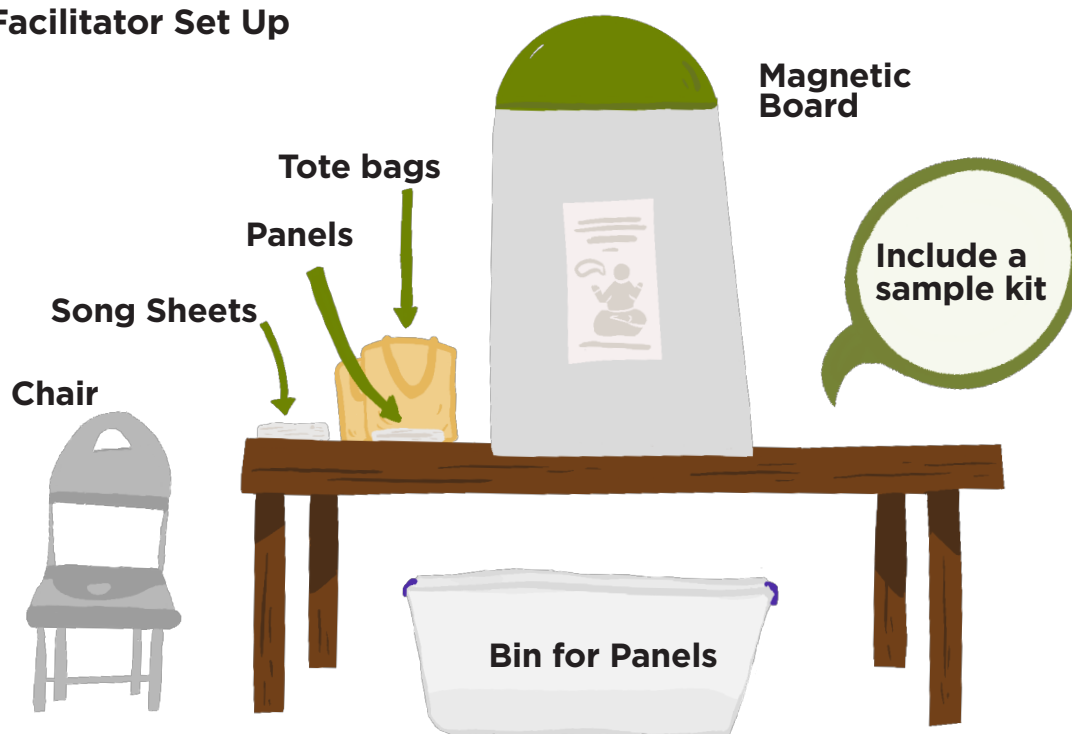
Setting the Scene

Use the downloadable materials checklist to make sure you have everything you need. (**Appendix G**)

Prior to each *Hatchlings* session, the facilitator will need to set up the room. Because this usually involves rearranging furniture, it is best to have a colleague assist with set-up and take down when necessary. Participants in *Ready to Hatch* will be sitting in chairs, so chairs should be placed in a circle around where the facilitator will be sitting.

1. Arrange the chairs in a semi-circle facing the display board. Set up a table at the front of the room. On the table is a portable magnetic board, a flannel board, or a tabletop easel. To the side or directly on the easel is a pile of laminated panels in the order in which they will be used. Put a chair on one side of the table, facing forward.

Facilitator Set Up



2. Put the panels in order. Since the panels align with the script, they must be in order before the session starts — as one panel is taken away, the next panel is ready to be shown.
3. Place the ordered panels and the song sheet on the table next to the magnetic board or tabletop easel.
4. Behind the magnetic board, place three tote bags - an empty tote bag for collecting the maracas, a kit for *Ready to Hatch*, and a display kit for *In the Nest* to be used as a sample to show parents what they will receive if they attend the *In the Nest* sessions.
5. Place a small table near the door to the room. On it, place a pile of the Consent Forms (**Appendix F**) and Sign-In Sheets (**Appendix H**) with a cup of pens. Choose and label a spot for the completed forms to be placed. On the same or another surface, have labels for name tags and permanent markers. If possible, have a sample name tag prepared.
6. Keep the Workshop Evaluation Surveys (**Appendix K**) in a place that is easy to access at the end of the program, along with the hand-outs: the Song Sheet (**Appendix I**) and *Hatchlings* Headlines (**Appendix J**).
7. Place a container on the floor, underneath the magnetic board, flannel board, or easel, for collecting used panels.
8. Kits can be placed on each chair, piled on a table for pick-up before the program starts, or handed out to each participant just before the session begins. (Parents will keep the book. Everything else in the tote bag should be returned at the end of the session — before the photo shoot — so they can be cleaned and used during other sessions.)
9. Place a sample *In the Nest* kit near your seat; you can show the contents to the participants to encourage them to return

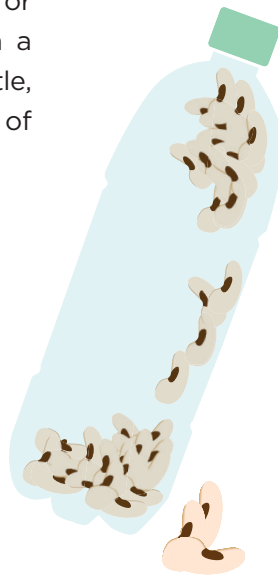
for *In the Nest* sessions.

Kits

If the printed materials don't fit into the kit, as each participant returns a completed survey at the end of the session, the librarian, session assistant, or volunteer can give them an early literacy calendar and promotional materials. Each family unit receives only one book to take home with them, not the puppet or the chickita. However, if they return for *In The Nest*, they should receive the rest of the props.

Due to COVID, if sessions will only be offered online, registered attendees can pick up their tote bag ahead of time without the maracas. Although maracas will not be available for use in home sessions due to budget constraints, suggestions for creating child-safe, homemade maracas can be included in the kit.

Explain that a plastic water bottle with uncooked rice or lentils makes a nice soft sound when shaken, but the cap **MUST** be glued or taped on securely. A plastic container with a strong lid works also, as does a spice bottle, upright sea salt container, or a small box of macaroni!



3 The Script

A QUICK GUIDE

- The text in green italics are instructions for the facilitator.
- Panel prompts are noted within the script.
- Where possible, links are provided.

X. BEFORE THE SESSION BEGINS

Be sure to welcome each person at the door using this phrase or something similar:

Welcome! *(Said with a big smile)*
I'm so glad you could make it to the *Hatchlings* program. How would you like to be referred to in the program? Do you have a special pronoun or title that you would like me to use? *(Write this down so you don't forget during the session!)*

Over there is a form for you to fill out. *(point)* If you need an explanation of anything, let us know. We'll be happy to answer your questions.

When you're done filling out your form, put it on the table, right there. *(point)*

(Be sure to look at all of the consent forms just before the session begins. Make note of any participants who do not consent to being photographed.)

Next to the forms are some labels and markers. Please make a name tag using your first name and stick it on your shirt or somewhere that is easy for us to see. Also please sign in on the sign-in sheet.

Then, pick up one of the bags that is over there *(point)* and take a seat in the circle. The program will begin shortly.

Questions you may be asked:

- **How long does the program last?** The program lasts for an hour and 15 minutes.
- **What is this form that you have asked me to fill out?** Signing this "Consent to Participate" form will give us permission to ask you questions and to use your answers in a program evaluation on *Hatchlings*. Since it is new, we want to find out what you think about it and if you use any of the practices at home. Your opinion and feedback is very important to me. This form also asks if you will give us permission to take photos and videos of the session, but it states that we will not use your name unless you give us specific permission for that. Is that okay with you?

- **Do you have an interpreter? I only speak Spanish.** When we know ahead of time, we work with community partners to get an interpreter who can sit next to you and quietly interpret. Unfortunately, we did not know that you needed an interpreter so we did not arrange one for today. However, if you would like to come back to the program next time we are meeting, I will be happy to have an interpreter here for you. Just let me know ahead of time that you will be coming again. Thanks for understanding.

Situations to be prepared for: (tips for the Facilitator)

- **What if someone comes late and the program has already started?** Since there should always be a staff person in addition to the program facilitator, the “helper” should immediately greet the person and quietly ask them to fill out the form, hand it back, make a name tag, and join the circle. Everyone who has made the effort to come, no matter how late their arrival, is welcome.
- **What if someone does not consent to having their picture taken?** Ask the participants who do not want to be photographed to all sit on one side of the room. During the Welcoming Comments add: I’ve noticed that a few participants today do not want to be photographed. That is fine. But since we plan on taking photos / video clips as part of our research, please move to this side of the circle (*point*) so we can safely take pictures of everyone else without including you.

1. WELCOMING COMMENTS



Show Panel 1

Chair arrangement dictated in **Set-Up section** prior.

Ask each person to introduce themselves going around the circle. After each name, respond with “Welcome” or “Welcome, so-and-so.” Make sure everyone gets a personal greeting from you.



online session

Please sit in a circle so we can all see each other.

Welcome everyone and introduce yourself

Hello, expectant parents, parents, and all the grown-ups in the room. Welcome to *Mother Goose on the Loose Hatchlings* and thank you for joining us. I’m *(repeat your name)*, a children’s librarian at the *(say the name of your library)*. I am delighted to see you here today. Has anyone here been to a *Hatchlings* program already? *(Pause for answers. If anyone is a return participant, say, “Thanks for coming back!”)*

Silence cell phones

Please put your cell phones on silent. If you are expecting an important call, then it’s fine to leave your cell phone on vibrate, but we’d like you to step outside to answer it and talk. It will be much easier for everyone to participate if they’re not trying to ignore a ringing cell phone or needing to talk over a phone conversation. Once you’re done with your call, feel free to come back.

Introductions

Let’s go around the circle, one by one. Tell us your name and one sentence about why you are here today. For instance, “I’m Torrie and I’m very excited about becoming a parent” or “I’m Tyree and this is going to be our third child.” Please keep your comments short; we’d love to hear more about you, but we’ll save that for the end of the program.

Virtual Version: It is hard to “go around the room” when the screen keeps changing. To make this easier, write a short list with every adult’s first name before the program starts. Then, as each person shares, put a check after their name.

Once again, I’m *(say your name)* and thank you again for coming! You may have heard the phrase, “Early literacy begins at birth,” but that’s actually not true. Early literacy begins BEFORE birth.¹⁰ By coming here today to learn about ways to help your baby’s development even before birth, you are giving your future child a big head start.

So, welcome, everyone! (*Sing “Hello Everybody, Yes Indeed”*)

Hello, everybody yes indeed,
Yes indeed, yes indeed.
Hello, everybody, yes indeed,
Yes indeed my baby.

This *Ready to Hatch* session was created by Dr. Betsy Diamant-Cohen in partnership with the Maryland State Library Agency for expectant parents, like you. Studies have shown that singing aloud and sharing books aloud helps a baby’s brain development and health.¹¹ It’s beneficial even before the baby is born!¹² That’s why “children’s library programs” are not limited to children; they are for parents and expectant parents too.¹³

Please don’t try to take notes. We will be presenting a lot of material today, but we have beautiful panels (*point*) to accompany our program. At the end of the session, you will get a handout to remind you of everything we spoke about. In addition, each family unit can keep the board book and song sheet. (*Also note if you have other materials to give away, such as a library events calendar and other information from the library and your partners.*) Due to limited funding, we will need to collect the maracas and tote bags for reuse, but we want you to keep the books to take home and use.

Hatchlings is a new program; these are the very first sessions we are offering, which makes it especially wonderful that you are here. In order to make this program as good as possible, we have requested your feedback by filling out a survey at the end of the program session. Thank you in advance for helping us in this way.



2. RHYMES AND READS

Hearing words through conversation and songs helps to build your babies’ brains,¹⁴ even if your baby hasn’t been born yet! That’s why we’re going to sing songs and recite rhymes here today. Before you leave, we will give you a song sheet with the words to everything we sang or recited today. We hope you’ll continue singing the songs at home, to practice singing to your babies even before birth, so they can become familiar with your voice. But don’t limit yourselves to the songs on the song sheet. Feel free to sing your own songs as well.



Show Panel 2: Brain Diagram

Brain Basics

Let's talk a little bit about the brain and how it works.

Our brain is full of cells, called neurons, and they look like that skinny little neuron. *(Point to the panel.)* When a child is born, there are billions of these neurons in the brain.

I'm going to show you how it works using my hands and arms.

Just like a tree, the neuron has dendrites that resemble tree roots. *(Put the wrist of one hand on the bent elbow of the other with fingers facing down. Wiggle the fingers. Refer to the picture, if needed)* These roots send information to other neurons.

The tree trunk part is called the axon *(Rub lifted arm)*, which transmits signals from the roots on the bottom to the dendrite spines on the top.

And over here is the cell body. *(Show palm)*

The branch-like formations coming out of the cell body are the dendrite spines. *(Wiggle fingers on top)* They are like football players: They receive signals and then respond to the signals. Each time a neuron *(Wiggle fingers on bottom)* receives input from another neuron, their dendrite spines connect with the roots of the other. When this happens, a connection, called a synapse, is made.¹⁵ The dendrite spines get bigger and thicker as they absorb the new information, which causes the neuron to become heavier.

I will show you how learning takes place. Whoever is comfortable doing this, please make your hands into a neuron, like me. *(Show them how to do it.)*

These are the dendrites that look like the root of a tree. *(Wiggle fingers on bottom)*

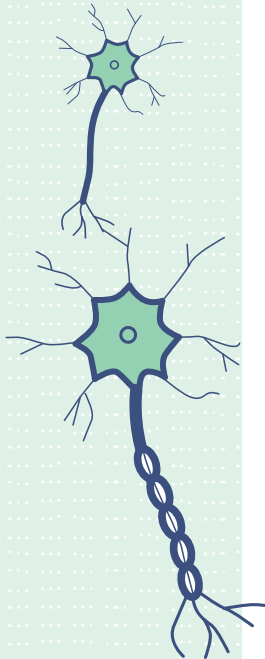
This is the axon. *(Show arm)*

This the cell body. *(Show palm)*

And up here are the dendrite spines that look like tree branches. *(Wiggle fingers)*

Keep your neurons up and I will show you how synapses are made. *(Walk up to someone in the room and create a synapse with them)*

Baby Pete is just coming out of the birth canal. As soon as he is born, the doctor puts the baby on his new parent's tummy. *(Connect with someone; put your fingers in between without touching.)*



When Pete feels his parent's skin, the dendrites of one neuron connect with the dendrites of another. They don't actually touch. There is fluid in the brain that conducts something like an electrical connection. There is small gap between the ends of the neurons filled with fluid that transmits this connection from one dendrite spine to another. This neural connection is called a synapse. It's like the new information jumps from one neuron to another and adds weight by making the dendrite spines bigger and thicker. WHOOSH! A connection is made! A synapse!

Now keep your neurons up!

Pete smells his parent. *(Connect with another person.)* WHOOSH! Yet another connection is made.

Every time there's a new connection the brain gains some weight. WHOOSH! The synapse in action!

More connections are made as the baby starts to nurse and tastes something new. *(Connect with another person.)* WHOOSH!

Pete hears his parent's voice calling him, "Sweetie," and "my baby." *(Connect with another person.)* WHOOSH !

He feels the hugs he is getting. *(Connect with another person.)* WHOOSH! Another new experience, another synapse in action.

When Pete's diaper is wet and his parent changes it, he feels taken care of. *(Connect with another person.)* WHOOSH!

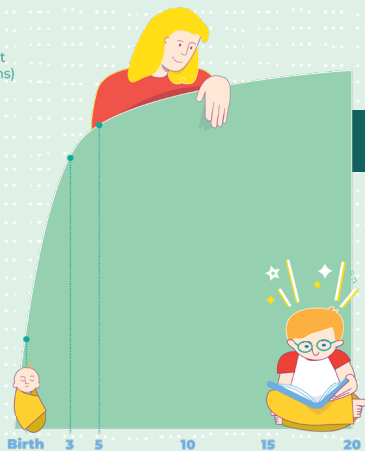
When he can't sleep and his parent sings him a lullaby, Pete feels loved. *(Connect with another person.)* WHOOSH !

(With more people, you can add more connections, such as when the parent feeds Baby Pete, he learns that 'This person feeds me when I am hungry.' When Pete cries and his parent rocks him, he learns that 'This person comforts me when I am upset.' When his parent gives him a bath, he learns, 'This person helps me bathe.' When his parent dresses him, 'This person helps me get dressed,' etc.)

(For the last one say the following:)

When Pete's parent says "I love you, Pete," and "I love being your parent," he learns to connect the word "parent" with all the previous experiences he had with this person. Each of these experiences add up to a definition of "parent." Since nothing ever happens exactly the same way twice, every new experience the child has with his parents will expand his definitions of the word, adding new connections.¹⁶ That's why we say, "One experience builds upon another."

The same thing happens when a baby has repeated interactions with an older



Show Panel 3: Brain Growth

This picture shows the weight of the brain. As you can see, the brain is gaining weight when the fetus is in utero. Can you see that the brain gains most of its weight between birth and age three, with the big curve continuing from ages 3-5? Each synapse or connection that is formed adds weight. People never stop learning, but you can see how the curve gets much lower after age 5. That's because as we grow older, most of our synapses facilitate new connections to the ones that are already there, rather than forming totally new ones. The new connections are much slower to form, so the brain gains less weight.

That is why what we do with our children in the earliest years makes a difference — because the foundation of their brain is being built. This is the foundation on which social, emotional and economic success is based. And there are four simple things you can do to make a difference in your baby's life: Talk, sing, share books and play.



Let's tell our babies how we plan to help build their early literacy skills by singing the "Four Practices Song."

Talk, sing, share books and play.
 Talk, sing, share books and play.
 Talk, sing, share books and play.
 Talk, sing, share books and play. -- Hooray!

We're going to be singing throughout the session, so please join in this time. *(repeat)*

Show Panel 4: Reading to Baby

Reading to baby

In addition to the song sheet, we have another gift for you today -- this black and white cardboard book. *(Hold up book so parents can see)*

The song sheet and this book, *Hello, My World*, illustrated by Jannie Ho, is for you to keep so you can sing, talk, and share books with your babies even before they are born.

Cardboard books are great for babies because they are hard to destroy and are easy to clean. The thick pages can be sucked on, dribbled on, or chewed on, and they will remain intact. Simply wipe them off with a sani-wipe or a washcloth. Especially during COVID when we have to be extremely cautious about germs, a book that can easily be sanitized is a winner. The thick

pages will be easier for your babies to turn when they are a little bit older.

(Show a few pages.)

Black and white are the easiest colors for newborn babies to see. According to the American Optometric Association, it is generally believed that babies have good color vision by 5 months old.¹⁸ When your baby is born, there is so much to see, to hear, to taste, to feel, and to touch that newborn brains often feel overwhelmed.¹⁹ It's easier for babies to be introduced to pictures that their eyes can process. That's why books with black and white illustrations are the best books to share with your babies soon after they are born.

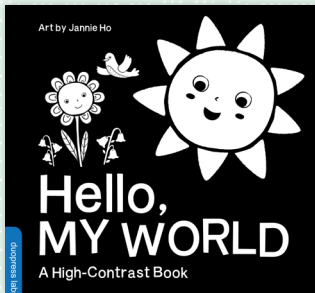
But don't wait until your baby is born to start sharing books; you can start reading to your baby right now! Since fetuses can hear sounds as early as 20 weeks, the fetus hears and becomes used to your voice while still in the womb.²⁰ After birth, babies are comforted by the songs they recognize that were repeatedly sung to them and the stories that were read over and over to them while they were in the womb.²¹ By choosing a special book or song to repeat, you are creating a familiar ritual. Rituals are often comforting to your baby.

No matter what your voice sounds like, to your child it is the most beautiful sound in the world, both in the womb and out. If you talk, sing, and read aloud to your fetus now, your baby will recognize your voice and speech patterns after birth.

If you choose to read aloud, one or two pages is fine. *(Read a few pages aloud: i.e. "Bonjour, flowers," "What's up, clouds?," and "Hola, baby".)*

Fetuses can hear you from inside the womb, but, of course, they can't understand what you are saying and can't see the book pages.²² But sharing books, songs, and stories even before they are born builds language and early literacy skills in whatever language you are using.²³ When fetuses hear different languages from inside the womb, they can detect the different sounds of each language after birth.²⁴ So don't be afraid of speaking to your child in more than one language; this is a boost to the brain and increases those synapses! Babies as young as two days old prefer the language they heard their parents speaking and singing when they were still in the womb, so sing songs in the language that is most comfortable for you.²⁵ Research shows that having a strong foundation in any language will make it easier for babies to learn other languages, including English.²⁶

While the fetus does not learn actual words, it does recognize speech patterns and tones of voice. Because of this, within hours after birth, babies can pick out their parents' voices from others. That's another reason for not waiting to share books until your baby is born. Lifelong reading and learning develops from the very beginning. ²⁷



Show Panel 5: Multiple Ways to Share Books

Sharing books with your baby

There are many different ways to share books. You can read what is written inside. You can read just one or two pages rather than reading the whole book. But there are more ways to share books! You can read an entire book from beginning to end; your baby might want to look at just one picture or page. Your baby may even enjoy looking at the picture upside down, and that is fine!

You can simply talk about the pictures. For instance, the second page in this book reads, “What’s going on bird?” (*Show page*)

But instead of reading the text, you can talk about the picture instead.²⁸ You can say, “Here is a bird. And here are two legs (*point to the legs*). Here is one wing (*point to a wing*) and here is another wing (*point to the other wing*).”

“Is that bird smiling? I think so. Is she happy? She looks happy. Maybe she’s happy because she’s looking at you.”

Or, don’t talk about the bird at all! You can talk about the pattern on the opposite page: “Look at this page. I see black squares and white squares (*pointing*). It looks like a checkerboard! I used to play checkers with my grandpa.”

Many people think that the best way to use books with babies is to read them aloud. But most babies don’t have the attention span to sit and listen to an entire book. They DO enjoy hearing your voice and looking at one or more high-contrast pictures. Connecting the pictures in books with words for everyday things in the world around us gives your babies building blocks for communication skills.²⁹ That’s why talking about the pictures or pointing out some of the things you see, is another important way to share books.³⁰ It’s not always easy, though, to think of what to say about the pictures. So we are going to practice right now.

Open the tote bag that was on your chair and pull out the board book. Open it up, choose a page, and start describing what you see or use the pictures to tell a story to “your baby.” There’s no need to feel embarrassed. Since everyone is doing this, no one is going to be looking at you or listening to what you say. We’re just going to talk for about two minutes to give you a chance to practice sharing a book aloud without reading it.

(During the two minutes, the facilitator should also quietly talk about a book page.)

Ask the following questions and pause to give participants time to answer:

- Has anyone here done that before — not reading a book aloud but talking about the pictures instead?
- Was it easy to do? Did you like doing it?
- What picture did you use and what did you talk about?

You may want to sing the book aloud to a familiar tune, such as “Hello Everybody, Yes Indeed” which we sang at the beginning of the session.

Show Panel 6: Hello, Sun, Yes Indeed

Hello, sun, yes indeed, yes indeed, yes indeed.
Hello, sun, yes indeed, yes indeed my baby.
What’s going on, bird? Yes indeed, yes indeed, yes indeed.
What’s going on, bird? Yes indeed, yes indeed my baby.
Bonjour, flowers, yes, indeed, yes indeed, yes indeed.
Bonjour, flowers, yes indeed, yes indeed my baby.
What’s up, clouds? Yes indeed, yes indeed, yes indeed.
What’s up, clouds? Yes indeed, yes indeed my baby.

We hope you will take your books home and enjoy using them in this way.

Remember that although your babies are still in utero, they can hear your voice and will begin paying attention to your words.³¹ By sharing books now, you will be much more comfortable sharing books after your babies are born, because you’ve already done it many times. You may even have your favorite pages! In addition, your babies will recognize the words and the sound patterns they heard while still in the womb, and this will give you an additional way to comfort them when they need calming.³²

Don’t be surprised if your baby seems extra attentive or happy when you are describing the pictures in the same way you did while you were still pregnant. It never gets boring to them! Children love repetition and sharing the same book every day in their youngest years of life encourages a love of learning and strong language skills.³³ It is also a great way to play together on a daily basis.

You don’t need to speak loudly and you don’t need to talk about the book for a long time; 10 minutes a day is plenty!



3. BODY RHYMES



Show Panel 7: Body Rhymes

Once your babies are born, you will notice that they delight in looking at your face, especially when you look directly at them and smile.³⁴ Here is a playful song about smiling. Start singing it now while you are pregnant, and continue singing it once your baby is born.



I've got something in my pocket, it belongs across my face.
I keep it very close at hand, in a most convenient place.
I'm sure you couldn't guess it if you guessed a long, long while.
So I'll take it out and put it on, it's a Great Big Loving Smile!
(This is an adaptation of the Girl Scouts' Brownie song.)

Why is it important to smile at your babies and to create happy experiences with them?

Scientific studies have shown that children learn best when they feel safe and are happy. When experiences are worrisome - like when a parent says resentfully, "I have to read to you now" in an angry tone of voice, the baby learns to associate reading and books with negative feelings. But if sharing books together is a joyful experience, your child will have happy associations with books and will want to learn how to read.

Sometimes in life we can have negative experiences, and that can affect a child very strongly. If the experiences you have with your child are positive, that can make a big difference!

Even now, when you are pregnant, when you talk, and sing, and read to your baby in a loving voice, your positive emotions can be felt. You may notice in our session today that some of the words in traditional songs have been changed; that's because we want the words to make sure your baby feels wanted and loved. These joyful experiences will help form a sturdy foundation for what comes later because the brain WANTS to remember them.



Show Panel 8: Name the Body Parts

Young babies love to look at their own body parts moving. Although they can't control their movements yet, they enjoy seeing the ways their feet kick, arms wave, and toes wriggle. By naming the parts of the body and the movements they make through a song, you are helping your children build a useful vocabulary.³⁵

Instead of just looking down and singing to your belly, try doing the movements along with the song. You may feel your fetus's movements increasing when you are singing or dancing.³⁶ After your child is born, we have a continuation of this program called *Mother Goose on the Loose Hatchlings: In the Nest*. There, you will be able to do the movements together WITH your child.

Here's a song that's fun to sing when you feel your baby kicking you from the inside!

Can you kick with two feet, two feet, two feet?
Can you kick with two feet? Kick, kick, kick, kick, kick.
(Continue with more verses: clap with two hands, wave with two arms, kiss with two lips.)

—*Words and music: Barbara Cass-Beggs*

This song is fun to use because you can always change the words. If you just want to sing one verse, that's fine. If you want to make up more verses, go ahead. You can add in movements such as "Can you sway from side-to-side?" or "Can you wiggle with ten fingers?" The idea is to enjoy singing and moving, and to learn the song so you can remember to sing it with your baby often after birth.

If you're not in the mood to sing, try reciting a rhyme instead. Clapping along to the beat makes it more playful. Be sure to clap softly! Sometimes, when you're pregnant, you crave certain foods, like pizza! So let's clap to this update of the rhyme "Pease Porridge Hot."

Pizza, pizza hot. Pizza, pizza cold.
Pizza, pizza in the box, nine days old.
Some like it hot. Some like it cold.
Some like it in the box, nine days old. (Not me!) or (I do!)

Your baby is still hearing your voice and is being exposed to words. Let's try it again. (*Repeat*)

Virtual Version: In your kit there is a song sheet to help you continue singing these songs with your baby even when we aren't all together.





4. STANDING UP RHYMES

Show Panel 9: Hokey Pokey

Raise your hand if you like dancing. *(Pause while people raise their hands.)* I love dancing. Moving to music is good exercise and choosing music you love makes it even better. When babies are gently rocked or swayed, it reminds them of when they were in the womb, and it is comforting. One reason to learn songs well enough to feel you have them “in your pocket,” ready to be pulled out whenever you want, is that knowing songs makes it easy to sing and dance with your baby. Again, don’t wait! It is best to start singing and dancing with your baby now as long as your pregnancy doesn’t have any restrictions.

Does anyone here know the Hokey Pokey? If you want to stand up and join in, that’s great. If you are just too tired, feel free to stay seated and do the motions from your seat. The words have been changed to let your children know that you love them.



You put your hand in, you take your hand out.
(Put one hand in front, then move it to the back)
You put your hand in and you shake it all about.
(Put one hand in front and shake it)
You do the Hokey Pokey and you give a little shout:
(Cup hands in front of mouth)
“I love you without a doubt. Hug!”
(Pretend to give your baby a hug)

Isn’t that a great way to help your child feel safe and loved? Let’s try another verse.

(You put your head in....)
(Sit down)



5. ANIMAL SONGS

Show Panel 10: Animal Songs

Who here is a professional singer? *(Pause for people to respond)* I’m not a professional singer. Sometimes I sing off-key. But I still sing to children and they don’t mind. To babies, their parent’s voice is the best voice ever. If they’ve heard your voice, especially while in utero, they will love hearing you

sing after they have been born.

Don't worry about the quality of your singing. It doesn't matter whether your voice is scratchy or off-key. Most people are not super singers. Singing to your baby is a gesture of love, because your baby knows and loves your voice best of all.³⁷

"The Wheels on the Bus" is a song many people know. Since I'm a librarian, I sing the last line as "On our way to the library." Let's sing the first verse together twice with the hand movements. If you don't already know the song, you'll be able to pick it up and sing along with us the second time. Again, I'll sing it twice so if you don't know it the first time, you can sing it with us the second time!

The wheels on the bus go 'round and around,
'Round and around, 'round and around.

The wheels on the bus go 'round and around,
On our way to the library.

(Repeat)

If you want to use this song to prepare for an upcoming birth, you may want to sing "The wheels on the car go 'round and around... On our way to the hospital" or "birthing center".

Since children love animals, once your baby is home the lyrics can easily be changed to become an animal song. If you are walking down the street and you see a cat, you can sing the song like this:

(tune of "Wheels on the Bus")

The cat that I see goes, "Meow, meow, meow,
Meow, meow, meow...meow, meow, meow."

The cat that I see goes, "Meow, meow, meow,"
All through the day.

Or you can sing a song about a book illustration. In *Hello, My World*, there is a picture of a puppy. We can look at that and sing together *(Sing with me!)*

The puppy on the page goes, "Woof, woof, woof,
Woof, woof, woof...woof, woof, woof."

The puppy on the page goes, "Woof, woof, woof,"
All through the day.

If you're on your way to attend a *Hatchlings* program at the library and you see a truck, you can sing:

The truck in the street goes vroom, vroom, vroom.
Vroom, vroom, vroom...vroom, vroom, vroom.

The truck in the street goes vroom, vroom, vroom,
On our way to the library.





6. MUSICAL INSTRUMENTS

Show Panel 11: Shakers

Is anyone here a musician? *(If yes, ask what instrument they play)* Did you know that there are many simple items that you can turn into instruments? Look at this shaker I made. I had a plastic container with a lid, and I put some uncooked rice into it and glued the lid on tight. When I shake it, it makes some cool sounds. *(Shake it)*

How else can you make a shaker? *(Encourage ideas such as use a spice bottle with lentils, use an empty plastic bottle with rice inside, etc. If they are super enthusiastic and say they will go home and make them, suggest super-gluing the cap when sealing the bottle to make a shaker.)* Because safety is of the utmost importance, before using a homemade shaker, show it to your baby's pediatrician first to make sure that it is safe.

Depending on the materials you use, some of the shakers can be very loud *(shake an empty water bottle with beads)* and some can be nice and soft *(shake an empty water bottle with uncooked rice)*. For today, we have some shakers for you to use. And, although you can't take them home with you this time, you will get them as a gift during our *Hatchlings: In the Nest* program.

Many pediatricians recommend waiting until a baby is a couple of months old before going out in public, especially during flu and cold season. Please check with your pediatrician before you bring your baby to our program.

Hatchlings: In the Nest will take place here after you've given birth. It is geared for babies between the ages of 2 to 4 months old, and will be held once a week for four weeks. Since you attended this *Ready to Hatch* program, you are invited to attend that series as well even if your baby is not exactly in the age range when the sessions are taking place.

When you come to *Hatchlings: In the Nest* with your baby, you will receive an entire kit as a present over the course of four weeks. There's a frog puppet, shakers like these, an indestructible book with beautiful animal pictures, and a songbook created specifically for families who attended *Hatchlings*. There will be more information about free upcoming events at the library. You will also get this bag with the *Hatchlings* logo on it, which becomes an easy place to store all of these supplies.

(Hand out the shakers. Hold your shaker up and ask everyone to hold theirs up, too)

Show the kit items when mentioned in the Script.

Because these shakers are small and make a soft sound, they are great for little babies. It's fun to sing songs and dance around with the shakers! There's a song about shakers that I like, so I'll sing it twice. Feel free to listen the first time and then sing along the second time, or do it with me both times.

I have a little shaker, I'll shake it in the air.
I'll shake it over here. I'll shake it over there.
It can be a carousel. Going round and round.
It can be a shooting star, falling to the ground.
I have a little shaker, I'll shake it in the air.
I'll shake it over here. I'll shake it over there.

Okay everyone, do it with me. You can be as dramatic as you want! Have fun with this! *(Repeat song)*

If you'd like to join me, stand up and try dancing to it. See if you can be as silly as possible! Or you can still shake while sitting. It's best to share these songs with your fetus and later on with your baby in ways that you enjoy. So if you like to dance or move creatively, now is your chance to shine!

(Repeat song once again.)

Don't limit yourself to only singing children's songs. Any song is good, as long as you enjoy it. Try to choose songs with the word love in them to let your baby know how much you care. Or change the original words to add in some words of affection. Can you think of any songs that would be good to dance to, that mention love or caring in them? What are they? *(Give participants time to think and listen to their answers. If there is time and the group seems receptive, ask if they can sing a line or two from the song.)*

When you are at home, if you hear a song that you like, try dancing to it. You don't need to limit your dancing to just one song. The more the merrier! Remember, combining music and movement together in an activity with your babies is so nourishing, it is like giving food to their brain.³⁸ And if you are too tired to dance, that's fine. Stay in your seat and add gentle movements like swaying from side to side. Your fetus will enjoy that too.

We're going to collect the shakers now; just drop them in the bag as I come around. We'll sanitize these and reuse them. *(Collect shakers by holding out tote bag and walking around the circle with the tote bag open singing, "Shakers away, shakers away, put your shakers away today.")*





7. LULLABY

Show Panel 12: Lullabies

Whew! That dancing was tiring! Let's sing a lullaby to relax ourselves.

The soft, slow pace of a lullaby helps both you and your baby to relax.³⁹ Even the baby in your belly may feel stressed sometimes; singing and humming a quiet lullaby can help them relax.⁴⁰ Plus, if you sing a song often while your babies are still in utero, they will recognize that song when you sing it after they are born.⁴¹ Since all babies have their cranky moments, knowing a lullaby to calm them is essential.⁴²

If you know this song, please sing it along with me, slowly and softly:

Twinkle, twinkle, little star.
How I wonder what you are.
Up above the world so high.
Like a diamond in the sky.
Twinkle, twinkle, little star.
How I wonder what you are.

Wasn't that relaxing? Now let's slowly rock from side to side as we sing the lullaby together. We can even hum it after we've sung it!

(Sing again and hum the song.)

Feel free to substitute your own words to this melody. For instance:

Twinkle, twinkle, little star.
What a lively baby you are.
In my stomach very tight,
You keep me up all the night
Twinkle, twinkle, little star.
What a lively baby you are!

Do you remember a lullaby that your parents or grandparents sang with you? If you do, and it is something that brings you a sense of comfort, then sing it to your baby!⁴³ It is great to pass down traditional songs and stories that have been in your family for generations.⁴⁴ This is a way to “honor the rich language and cultural traditions” in your family.⁴⁵

Any song can be a lullaby, as long as you sing it slowly and softly. Do you remember that earlier we sang “The Wheels on the Bus” in different ways? It is a fast-paced song with movements that children love to sing. But if we slow



it down and sing it softly, it can become a lullaby, too.

Let's all take two deep breaths in and out. (*Model this.*) Let's close our eyes, hug ourselves and sway gently from side to side as we sing "The Wheels on the Bus," so it will help us (and the fetus) to relax even more! Remember, lullabies don't just help babies to relax, they help parents to relax as well!⁴⁶ Let's sing the first verse of "The Wheels on the Bus" as a lullaby, slowly and softly.

(*Sing first verse of "The Wheels on the Bus" very slowly, gently rocking from side to side.*)

The wheels on the bus go 'round and around,
'Round and around, 'round and around.
The wheels on the bus go 'round and around.
On our way to the library.

OPTION: Sing instead:

The wheels on the car go 'round and around,
'Round and around, 'round and around.
The wheels on the car go 'round and around.
On our way to the delivery room.



8. LIBRARY INFORMATION

Show Panel 13: Libraries

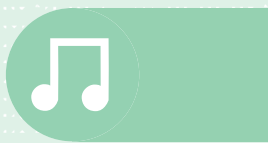
Presenting programs like these are part of the public libraries' mission. We offer many free family programs that include songs, rhymes, puppets, and books. These free programs are a great way to follow up after attending both *Hatchlings: Ready to Hatch* and *Hatchlings: In the Nest*.

After your baby is born, when your baby is ready and it is not flu season, come to the library to join us for some programs. Many parent/baby library programs are similar to this. Attending programs is a great way to meet other new parents and find new ways to play with your baby.⁴⁷ If you are not sure if your baby is ready to go to the library, ask your pediatrician.

Don't worry about your babies making noise; public libraries are no longer places where children are shushed or expected to sit still and be quiet. Children's spaces in public libraries often include play areas



“The Library Song” was published in 1967 by Joleron Music Corp., and written by Fred Hertz and Joel Herron. It originally was a commercial on NPR.



and the librarians love seeing children playing with their parents and other children. Anyone can get a library card which allows you to borrow books and sometimes toys, games, movies and music! The job of public librarians is to help people find what they are looking for, so you can always feel comfortable asking questions.

The lyrics to this next song are a bit complicated, so let's all take out our song sheets look for “The Library Song.” *(Hand out the song sheets or pass them out at this time.)*

You'll see that there is a QR code on your song sheet. If you scan that in on your phone, you will have access to all the songs we have sung today, and even a few extras! So let's take a few minutes for you to scan in the code. *(Pause)*

As you can see, it takes you to the Mother Goose on the Loose website where you can scroll all the way down and see the song. Click on the arrow to hear it. I'll play it softly and we can all sing along. *(Do this!)*

Oh, the place for you and the place for me
is the local public library.
They have books and things that they lend for free.
It's the latest, it's the greatest, it's the library.

Educational, informational,
entertainment that's sensational.
It's a way of life, it's for you and me.
It's the latest, it's the greatest, it's the library.
(Dum ba da da da dum, dum dum)

Show Panel 14: Self Care

The library also has lots of books on pregnancy. Although I'm not a health professional, if you would like to learn more about your pregnancy, feel free to come to the library, call the library, email us, or even send a text. Librarians can help you find books and videos to help you learn more about your pregnancy and your fetus.

Self-care is very important for both you and your fetus during the pregnancy. Here are some helpful hints recommended by doctors: eat nutritious food and rest when you are tired. Walk carefully in the final months of your pregnancy since it can be hard to balance when you have a growing baby inside of a growing belly. Drink water so you don't dehydrate, and go to your doctor or clinic for prenatal care.

Would anyone like to share a self-care strategy that has helped them?
(Pause and allow parents to each share a self-care strategy.)

If you are feeling sad or get depressed after your baby is born, be sure to talk to your doctor. With your hormones raging, this is more common than you may think, and sometimes medical help is needed.

It's also a good idea to choose a pediatrician for your baby and to meet him or her before the baby is born. Choosing a doctor can be very stressful, and the stress is eliminated if you've chosen a pediatrician ahead of your baby's birth.

I am your local librarian and I work at the library at *(give address of the library)*. I'd love to see you there. You don't need to wait until your baby is born to come and visit me. But once your baby is born, please come by and say "hello." It will be wonderful to see you again and to meet your new baby. And once you're there/here, you'll have the opportunity to stay and join in some of our fun baby programs.

9. QUESTIONS



Show Panel 15: Questions

Does anyone have a question or questions about anything we've discussed today? *(Pause and give people time to think before moving on.)*

In the meantime, who would like to share something important that you learned today, or one thing we did here that you look forward to also doing at home?

Virtual Version: I hope you found this session fun, with lots of good information. Let's unmute ourselves / write in the chat box. Whoever is interested, please share one new idea or action from this session that you hope to practice at home with your baby. *(Pause for sharing.)*



10. CLOSING COMMENTS

Hatchlings was created especially for parents-to-be, but there is more than just this one session! We will be offering this same session again on *(say the next date)* and you are welcome to return although the content will be the same.

Remember, parents are their children's first and most important teacher, even when babies are still in the womb!⁴⁸

So, please sing at home! The song sheets are for you to keep, and there is a web address and a QR code at the bottom. If you have a smart phone, please scan in the QR code, if you have not already. You'll see that it takes you to a website where all of the songs we used today are recorded. If you forget any of the tunes, this is a great reminder!

Hatchlings: In the Nest for you and your baby is expected to begin on (*say date*), after your baby is born. As I mentioned earlier, it is a continuation of this program. It was designed for both you and your baby in the first four months. *Hatchlings: In the Nest* will be a four-part series where you will learn new skills, songs, etc., and practice weekly what you learned the week before. In addition to the joy of practicing the activities with your baby and spending more time together with other parents and children, you will get another cardboard book AND everything I showed you earlier that is in the *Hatchlings* kit, including the bag that holds all the items! If you'd like to be reminded before the *Hatchlings: In the Nest* program begins, please put a check in the box at the bottom of your survey and we will remind you to sign up for *Hatchlings: In the Nest*.

In addition to *Hatchlings*, please join us for library storytimes. These joyful sessions offer opportunities for you and your baby to sing, talk, play, and share books together and they provide great ways to meet other parents and caregivers.



Show Panel 16: Closing

We are coming to the end of our session. We hope that you found it entertaining and helpful. Since *Hatchlings* is a new program, we would like to know what you thought about it. Your honest feedback will help us improve the program so we can make it even better! We'll be giving out the survey forms shortly.

This is a "give and get." Since you are helping us by giving us information, we hope you will take the book and song sheet that you are getting from us, and practice talking aloud, singing aloud, reading or sharing books aloud and dancing at home.

Let's end with a song about the easy things you can do to give your baby a great start, even before birth. Then we'll move over there (*point*) so we can take a group photo, even if it needs to be socially distanced.

Talk, sing, share books and play.
Talk, sing, share books and play.
Talk, sing, share books and play.
Talk, sing, share books and play -- Hooray!



(Take a picture, being sure to show the name tags.)

Thanks for coming, everybody!

Feel free to stay awhile and talk more with the other program participants. Don't forget to fill out a survey and to pick your hand-outs. Thank you again for coming.

END SESSION | END SCRIPT

A Quick Note for Facilitators:

If participants have more questions about pregnancy, you can answer with "That's a great question, and I wish I knew the answer. My training as a librarian is to help people find information, but I don't have medical expertise. So, after the session (or "later in the week" depending on the location of the program), come to the library and I can help you find resources to answer your question(s), (i.e. a good book on pregnancy). You can also call your doctor's office and I'm sure they could help. Plus, there are many moms here in the same condition as you. We are inviting everyone to stay afterward for a while, and it is a great time to share information with each other. Does anyone here know an answer to so-and-so's question? *(Pause for answers.)* Great! Please get together and talk once the session ends."



Cheat Sheet



Activity



Book



Song

Panel 1

- Welcome to *MGOL Hatchlings - Ready to Hatch*. Give description.
- Fill out paperwork (research & photos for articles and conference presentations)
- Be enthusiastic / cell phones away
- Introductions around the circle, giving names and sentence or two why they are here. Give personal greeting after each intro.
- Early literacy begins BEFORE birth. By coming here you are giving your future child a head start.
- Singing aloud and sharing books helps babies' brain development and health, even in utero!
- At the end of the session, you'll get a songbook, a handout with all of the panels and (*fill in the blank*)
- Please give feedback by filling out a survey at the end of the program

Panel 2

- Brain basics (*using hands*). There


are billions of neurons at birth.

- The roots send information to other neurons
- The axon transmits signals from the roots to the dendrite spines on the top.
- Dendrite spines come out of the cell body. They receive and respond to signals.
- When roots of one neuron receive input from another neuron, their dendrite spines connect.
- This connections is called a synapse and it adds weight to the neuron by making the dendrite spines bigger and thicker as they absorb new information.
- Walk around room and show how learning takes place.
- Since nothing happens exactly the same way twice, each new experience the child has builds the brain.

Panel 3


- Brain growth chart.
- The brain gains weight when the fetus is in utero- 75% by age 2.
- Each connection (synapse) formed adds weight to the brain.

- The most weight is gained by age five; when the foundation of the brain is being built.
- Social, emotional, and economic success is based on that foundation.
- Four simple things to do, starting now, will build a strong learning foundation for your baby: Talk, sing, share books and play.

 “Talk, Sing, Share Books, and Play”

- Sing with me!


Panel 4

 *Hello, My World* - will be your gift for coming today.


- Sturdy cardboard books are good for babies, safe and easy to clean.
- Newborns prefer high contrast black and white pictures. Color vision develops at around 5 months old.
- Fetuses hear sounds as early as 20 weeks, so don't wait until the baby is born; read aloud to your baby now!
- They will recognize your voice and speech patterns. Once they are born, your voice will comfort them.
- Reading or speaking in ANY LANGUAGE boosts the brain and increases synapses.

- Repeating the same song, rhyme, or book before your baby is born creates a familiar, comforting rituals. Repetition builds connections with you, language and literacy skills.
- To your child, your voice is the **MOST BEAUTIFUL SOUND IN THE WORLD.**

Panel 5

 *Hello, My World* - Share books in different ways: Look at the pictures and talk about them.


- For example “Here is a bird.” “And here are two legs,” etc.
- Or talk about the patterns while sharing memories: “These black and white squares make a checkerboard!”
- Connecting pictures in books with words for everyday things in the world gives your babies building blocks for communication skills.

 Activity: Take your books out of the kit. Choose a page to describe what you see or tell a nice memory it brings up. *(Pause for two minutes)*

Ask: Have you talked about the pictures in a book before? Was it easy to do? Did you like doing it? What picture did you use and what did you talk about?

 Sing “Hello Everybody, Yes Indeed.”

Panel 6

 “Hello Sun, Yes Indeed” and additional verses

- Sharing books with your fetus now will make it more comfortable for you to share together once your baby is born.
- Your babies will recognize the words and the sound patterns they hear while in the womb, which comforts them when they need calming. Children love repetition.
- No need to speak loudly.
- 10 minutes a day of sharing books is enough! It will build strong language skills, a love for learning, and a strong connections with you.

Panel 7

- It’s important to smile and create happy experiences with your babies. Here’s a song to remind you to smile.

 “I’ve Got Something in My Pocket”
(Lyrics are on the panel.)

- Studies show that children learn best when they feel safe and happy,
- Joyful experiences help form a strong learning foundation for your child because their brain WANTS to remember them.
- You can change words in songs to include love and positivity.

Panel 8

- Babies like watching their body parts move.
- Naming the body parts and their movements in songs builds babies’ vocabulary.
- As you sing and move, you may notice your fetus singing and moving, too!
- Sing this song when you feel your baby kicking inside!


 “Can You Kick With Two Feet?”

- Feel free to make up your own verses.
- If you’re not in the mood to sing, recite a rhyme and clap to the beat.
- Here’s a rhyme for parents-to-be who are craving pizza!

 “Pizza, Pizza Hot”

Panel 9

 Raise your hand if you like dancing.

 “The Hokey Pokey” with words changed to let children know that you love them.

Panel 10

 Who here is a professional singer?


- A parent’s voice is the best voice to their babies. After hearing your voice in utero, they love hearing it again after they’ve been born.
- Singing to your baby is a gesture of love.


 “The Wheels on the Bus”


- Changing the words to songs and rhymes keeps them fun.

 “On Our Way to the Hospital”


- Children love animals, so once the baby is home, you may want to sing some of these versions. For instance, if you see a cat, sing:


 “The cat that I see goes meow, meow, meow...all through the day.”

 Show an illustration of a puppy and sing: “The puppy on the page goes woof, woof... all through the day.”

 Or if you see a truck sing: “The truck in the street goes vroom, vroom, vroom.”

Panel 11

 Is anyone here a musician? What do you play?

 Show shaker of empty water bottle with uncooked rice. Ask: “How else can you make a shaker?”

- Because safety is of utmost importance, show your homemade shaker to your pediatrician before using it with your baby.
- We’ll offer *Hatchlings: In the Nest* where you and your baby will get a shaker to keep. (*Say the date of upcoming session.*)

 “I Have a Little Shaker” (*lyrics are on the panel*)

Panel 12

- The soft, slow pace of the lullaby helps you and your fetus to relax.
- Since babies remember songs you sung before their birth, it will comfort them.
- All babies have cranky moments; knowing a lullaby to calm them is essential.

 “Twinkle, Twinkle, Little Star “


- Ask: Do you remember a lullaby that your parents or grandparents sang to you? Sing that, and pass on the family traditions!
- Any song can be a lullaby as long as you sing it slowly and softly. If you don’t want to sing, you can hum a lullaby.

 “Wheels on the Bus”

- Lullabies help parents relax, also!

Panel 13

- Libraries have terrific free services. They have play spaces, and children aren’t expected to be silent.


 “Oh the place for you and the place for me is local public library”

Panel 14


- Librarians are here to help you find the information you need.
- Libraries have lots of resources for you. Books on pregnancy, videos, self-care, etc.


READY TO HATCH | CHEAT SHEET

- Self-care is very important. (*Mention tips listed on panel*)

 Ask: Do you have a self-care strategy that you would like to share with us?

Panel 15

 Ask: Does anyone have a question or questions about anything we discussed here today?

 Ask: Can you share one thing you learned today that you consider important or something we did here that you plan on doing at home?

- *Hatchlings* was created especially for parents-to-be, but there is more than just this one session! We will be offering this same session again on (*say date*) and you are welcome to return.
- Your song sheets have a web address and a QR code at the bottom. Please scan in the QR code on your phone it takes you to a website where all of the songs we used today are recorded. If you forget any of the tunes, this is a great reminder!
- *Hatchlings: In the Nest* for you and your baby will begin on (*say date*), after your baby is born.
- It is a continuation of this program designed for you and your baby in the first four months.
- It will be a four-part series where you will learn new skills, songs,


etc., and practice weekly what you learned the week before.

- You'll have time together with other parents and children, you will get another cardboard book AND everything I showed you earlier from the *Hatchlings* kit!
- I'll hand out surveys shortly. Please check the box at the bottom of your survey to be reminded before the *Hatchlings: In the Nest* program begins.

Panel 16

- Please return the kits and fill out the exit surveys.
- You will be getting a cardboard book and a song sheet so you can practice talking aloud, singing songs, reading aloud, or sharing books at home.
- Hand each family unit a book, a *Hatchlings* song sheet, and copy of *Hatchlings* Headlines.
- Let's end with a song about all the things you can do to help your baby, before birth and afterward.

 "Talk, Sing, Share Books, and Play"

 Group picture time! Be sure your nametag shows.

- Say "Good-bye" and "I hope to see you next week" to each person individually. SMILE at them to show how glad you were to see them.

4 Debrief & Ways to Modify

Once the session has ended and everyone has left, either while you are clearing up or just after you've finished, take some time for self-reflection. It is rare for a program to be 100% perfect the first time it is presented. Taking time to self-reflect after each program gives the opportunity to pinpoint challenging situations that arose and to determine which parts of the program were challenging to present.

To make *Hatchlings* truly terrific, it has to evolve via insights provided by the program facilitators after each actual session. Your honest reflections and feedback to yourself will enable you to make modifications that improve each session you present. Keep a binder with your *Hatchlings* materials, or set up a simple Word file. Once the program finishes, jot your impressions down as soon as you can (so you don't forget), and review them before you present your next program. You may want to start by using the Reflection Sheet on the next page.

AFTER THE SESSION

Ready to Hatch Reflection

A MEMORABLE MOMENT

1 Did the session run the way I expected? If not, what was different?

.....

.....

.....

2 What went well? What were the challenges?

<p>+</p>	<p>-</p>
----------	----------

3 What would I like to change when I present this program again?

.....
.....
.....

4 Did I smile when welcoming everyone? YES NO

5 Did the parents all join in with the songs and rhymes? YES NO

6 Were there moments when I noticed that the parents looked bored or uninterested? If so, what did I do to re-engage them?

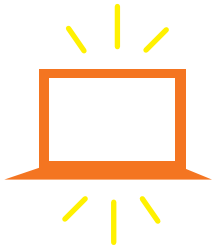
.....
.....
.....

7 How did I let the program participants know that the library staff appreciated their attendance?

.....
.....
.....

8 How did I show that their involvement in this session was important to their future children?

.....
.....
.....



Adapting for Virtual Presentation

Logistics

The bulk of this material was written just before the COVID-19 epidemic when it was assumed that all *Hatchlings* sessions would take place in person. When the epidemic struck, it became clear that the sessions would have to be offered virtually until it was safe once again for people to congregate. The resulting modifications below were used to make the program easy to present virtually as well as in person.

Compiling and Distributing Give-Away Kits

Fill the tote bags ahead of time with the appropriate give-aways. Feel free to add in any library information that may be useful. Insert a sheet with instructions for getting online for the *Hatchlings* sessions and include a phone number to call for technical assistance. Ask families to stop by the library to pick up these kits or otherwise distribute them to the families who have registered for *Hatchlings*.

If you are unable to supply props, you may want to include a sheet with “How to” instructions for making shakers out of easily available household materials.

Making Phone Calls

A few days before the session, call each family to make sure they are prepared for the upcoming program.

- Ask if they know how to use the technology to participate. They may be participating via computer, TV set, or telephone. You may want to do a quick run through with them.
- Tell them that they will be expected to keep their cameras on so all participants can see each other. If someone expresses discomfort with showing their home in the background, suggest they find a comfortable spot to sit and drape a sheet or blanket behind them. If sitting on the

floor, two chairs with a sheet over them provides a good backdrop.

- If they have not already signed the online consent form via Survey Monkey, ask parents to do so before the session.
- Ask if they have any special needs or situations that would be helpful for you to know ahead of time. If the person you are speaking with asked for a translator when signing up, let them know if the translator will be available.
- Remind parents of the day and time of the program, ask that they bring their kit from the library to the session. Ask if they would like a reminder phone call 30 minutes before the program starts.

Set-Up

- If possible, have two people as co-hosts for the program, one who is the facilitator and the other to monitor the chat, respond to technical issues, etc.
- Check ahead of time that your camera and sound system work. Consider using headphones to make your voice clearer and filter out distracting background noise.
- Keep all props that you will be using within an arm’s reach so you don’t need to scramble to find them.
- Pay attention to your backdrop. Remove distracting items or add items to brighten up your picture without taking away from the program.
- Check your lighting. Being lit from the front is best; when needed, put a desk lamp behind or to the side of your computer screen to be sure that participants can see your face. If you wear glasses, experiment with the height of the lamp to be sure that the glare from your glasses is minimal or non-existent.
- Practice your program over and over, and then show it to a colleague. You can never practice enough!

Technical Tips:

- Make sure your platform is up to date.
- Time yourself when practicing to make sure you will keep within the time frame.
- Consider adding a googly eye by your camera to remind you to look there. Eye contact is important.
- Choose “Presenter View” when showing the PowerPoint. To seem as if you are looking directly at the camera even when referring to your notes, place them directly underneath, next to, or below the camera, depending on where it is placed.
- If your Wi-Fi goes in and out, turn off your video temporarily and lead the session with voice only.
- Keep a glass of water (and extra water for a refill) nearby so you can stay hydrated.
- Feel free to add in stretch breaks, arm shakes, or shoulder rolls. Occasional exercise when you have been sitting for a long time helps you (and the participants) stay relaxed.
- To show an illustration, place the book in front of the camera and tilt it slightly to deflect glare.
- As mentioned in the “Practice” Section, personal connection with you is more important than viewing the PowerPoint slides. Use the slides as background information but be sure to regularly stop sharing your screen so participants can see your face in full size rather than as a small side window. The direct connection with you says much more than the information on the slides!

Using PowerPoints Instead of Panels

Download the *Hatchlings: Ready to Hatch* PowerPoint from the www.mgol.net website. Read the script that is printed in the notes section underneath each slide and look to see if there is anything you want to modify. For instance, you may decide that it is too difficult to stand up while on camera, so you may want to eliminate

the standing-up rhymes or adapt them to be done while seated.

Keep in mind that paying attention to a screen is much harder than paying attention to an in-person session. Feel free to trim your contents, and make the session shorter. Time yourself! Be flexible and end your program while people are still enjoying it. Finish presenting the session while the participants are still engaged and looking forward to more.

Be sure to leave time for informal conversation at the end.

Online Session Preparation

Adaptations to the Welcoming Comments

1. Offer directions regarding possible technology glitches. For instance: “If you get thrown out of the Zoom connection, come back in. You were not thrown out on purpose.”

Or: “If I leave in the middle of a session, don’t leave also! I may have been kicked out unexpectedly. Wait for 5 minutes to see if I can log back in.”

Or: “If the entire site stops working, don’t worry. Just log off and come back in again. Many sites restart automatically after temporary power outages.”

2. Invite attendees to stay after the formal session. “Everyone will be unmuted for about 15 minutes so we can chat together informally.”
3. Make moments for connection. “If you would like to talk privately with another parent after the program, let me know and I will set up a break-out room for you.”
Or: “If anyone is interested in talking with me privately, we can schedule time together for a Zoom call or a phone call. I will put my email and my phone number in the chat.”

Resources

1. Association for Library Service to Children (ALSC) and the Public Library Association (PLA). (2011). Every Child Ready to Read@ your library, Second Edition Kit. ALA Editions.
2. Schiller, P, & Lara-Alecio, R. (2004). The Bilingual Book of Rhymes, Songs, Stories and Fingerplays: Over 450 Spanish/English Selections (English and Spanish Edition), Gryphon House; Bilingual edition.
3. Campana, K., Mills, J. E., & Martin, M. H. (2018). Every Child Ready to Read: ECRR Outside the library: Providing meaningful family-focused community outreach. *Children and Libraries*,16(2), 35-36.
4. Suskind, D. (2022). Parent Nation: Unlocking Every Child's Potential, Fulfilling Society's Promise. Penguin, 104.
5. Ibid., 8-10, 82-86, 108-109.
6. Ibid., 126.
7. Ibid., 31; Knickmeyer, R. C., Gouttard, S., Kang, C., Evans, D., Wilber, K., Smith, J. K., ... & Gilmore, J. H. (2008). A structural MRI study of human brain development from birth to 2 years. *Journal of Neuroscience*, 28(47), 12176-12182.
8. Suskind, D. (2022), 31; Shonkoff, J. P., Boyce, W. T., & McEwen, B. S. (2009), *Neuroscience, molecular biology, and the childhood roots of health disparities: building a new framework for health promotion and disease prevention*. *Jama*, 301(21), 2252-2259; National, Scientific Council on the Developing Child. (2020). *Connecting the brain to the rest of the body: Early Childhood development and lifelong health are deeply intertwined*. Working Paper.
9. Leung, C. Y., & Suskind, D. L. (2020). What parents know matters: parental knowledge at birth predicts caregiving behaviors at 9 months. *The Journal of Pediatrics*, 221, 72-80; List, J. A., Pernaudet, J., & Suskind, D. L. (2021). Shifting parental beliefs about child development to foster parental investments and improve school readiness outcomes. *Nature Communications*, 12(1), 1-10.
10. Alvarez-Buylla, A., Theelen, M., & Nottebohm, F. (1988). Birth of projection neurons in the higher vocal center of the canary forebrain before, during, and after song learning. *Proceedings of the National Academy of Sciences*, 85(22), 8722-8726; Kleindorfer, S., & Robertson, J. (2013). Learning before birth. *Australasian Science*, 34(9), 27-32.
- 11 Partanen, E., Mårtensson, G., Hugoson, P., Huotilainen, M., Fellman, V., & Ådén, U. (2022). Auditory processing of the brain is enhanced by parental singing for preterm infants. *Frontiers in Neuroscience*, 16; Healy, J. (2011). *Your Child's Growing Mind: Brain development and learning from birth to adolescence*. Harmony; Standley, J. M., & Moore, R. S. (1995). Therapeutic effects of music and mother's voice on premature infants. *Pediatric Nursing*, 21(6), 509-12; DeCasper, A. J., & Spence, M. J. (1986). Prenatal maternal speech influences newborns' perception of speech sounds. *Infant Behavior and Development*, 9(2), 133-150; LoRe, D., Ladner, P., & Suskind, D. (2018). Talk, read, sing: Early language exposure as an overlooked social determinant of health. *Pediatrics*, 142(3). Särkämö Teppo Tervaniemi M. & Huotilainen M. (2013). *Music perception and cognition: development neural basis and rehabilitative use of music*. Wiley Interdisciplinary

Reviews: *Cognitive Science*, 441-451.

12 Hepper, P. (1991). An examination of fetal learning before and after birth. *The Irish Journal of Psychology*, 12(2), 95-107; Krueger, C., & Garvan, C. (2014).

Emergence and retention of learning in early fetal development. *Infant Behavior and Development*, 37(2), 162-173.

13 Ferjan Ramírez, N., Lytle, S. R., & Kuhl, P. K. (2020). Parent coaching increases conversational turns and advances infant language development. *Proceedings of the National Academy of Sciences*, 117(7), 3484-3491; Bhamani, S. (2017). Educating before birth via talking to the baby in the womb: Prenatal innovations. *Journal of Education and Educational Development*, 4(2), 368-375.

14 Goldberg, E., McKenzie, C. A., de Vrijer, B., Eagleson, R., & de Ribaupierre, S. (2020). Fetal response to a maternal internal auditory stimulus. *Journal of Magnetic Resonance Imaging*, 52(1), 139-145; Granier-Deferre, C., Bassereau, S., Ribeiro, A., Jacquet, A. Y., & Decasper, A. J. (2011). A melodic contour repeatedly experienced by human near-term fetuses elicits a profound cardiac reaction one month after birth. *PLoS one*, 6(2), e17304.

15 Phillips, D. A., & Shonkoff, J. P. (Eds.). (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. National Academies Press.

16 Siegel, D. J., & Bryson, T. P. (2012). *The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind*. Bantam, 7-10.

17 Fotuhi, M., & Antoniadis, C. B. (2013). *Boost your Brain: The New Art and Science Behind Enhanced Brain Performance*. Harper Collins, 15-16.

18 American Optometric Association. "Infant Vision: Birth to 24 Months of Age." AOA.org: Infant Vision: Birth to 24 Months of Age, www.aoa.org/healthy-eyes/eye-health-for-life/infant-vision.

19 <http://everythingbabies.org/infant-learning-black-and-white-contrast/>

20 Hirsh-Pasek, K., & Golinkoff, R. M. (2019). *Put Your Data to Use: Entering the Real World of Children and Families. Perspectives on psychological science : A journal of the Association for Psychological Science*, 14(1), 37-42. <https://doi.org/10.1177/1745691618815161>

21 Granier-Deferre, C., Bassereau, S., Ribeiro, A., Jacquet, A. Y., & DeCasper, A. J. (2011). A melodic contour repeatedly experienced by human near-term fetuses elicits a profound cardiac reaction one month after birth. *PLoS One*, 6(2), e17304.

22 Partanen, E., Kujala, T., Näätänen, R., Liitola, A., Sambeth, A., & Huotilainen, M. (2013). Learning-induced neural plasticity of speech processing before birth. *Proceedings of the National Academy of Sciences*, 110(37), 15145-15150.

23 Voegtline, K. M., Costigan, K. A., Pater, H. A., & DiPietro, J. A. (2013). Near-term fetal response to maternal spoken voice. *Infant Behavior and Development*, 36(4), 526-533. [doi:10.1016/j.infbeh.2013.05.002](https://doi.org/10.1016/j.infbeh.2013.05.002)

24 May, L., Byers-Heinlein, K., Gervain, J., & Werker, J. F. (2011). Language and the newborn brain: Does prenatal language experience shape the neonate neural response to speech? *Frontiers in Psychology*, 2, 222.

25 Moon, C., Cooper, R. P., & Fifer, W. P. (1993). Two-day-olds prefer their native language. *Infant Behavior and Development*, 16(4), 495-500.

Resources

- 26 Maryland State Board of Education. (2015) Early Childhood Pedagogy, Birth to Ages 8. MSDE, 58; Kuhl, P. K., Tsao, F. M., & Liu, H. M. (2003). Foreign-language experience in infancy: Effects of short-term exposure and social interaction on phonetic learning. *Proceedings of the National Academy of Sciences*, 100(15), 9096-9101. doi:10.1073/pnas.1532872100.
- 27 Hemphill, L., & Tivnan, T. (2008). The importance of early vocabulary for literacy achievement in high-poverty schools. *Journal of Education for Students Placed at Risk*, 13(4), 426-451.
- 28 Gillam, S. and Boyce, L. Books without Text Can Increase Literacy, Vocabulary Skills in Children with Developmental Disabilities. *HealthNewsDigest.com* (June 7, 2011)
- 29 Snow, C.E., Burns, M.S., & Griffin, P., eds. (1998). *Preventing Reading Difficulties in Young Children*. National Research Council. Washington, DC: National Academy Press.
- 30 Harris, J., Golinkoff, R.M., & Hirsh-Pasek, K. (2011). Lessons from the crib for the classroom: How children really learn vocabulary. In S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy Research*, NY: Guilford Press. 49-66.
- 31 Partanen, E., Kujala, T., Näätänen, R., Liitola, A., Sambeth, A., & Huotilainen, M. (2013). Learning-induced neural plasticity of speech processing before birth. *Proceedings of the National Academy of Sciences*, 110(37), 15145-15150.
- 32 Lang, A., Del Giudice, R., & Schabus, M. (2020). Sleep, little baby: the calming effects of prenatal speech exposure on newborns' sleep and heart rate. *Brain Sciences*, 10(8), 511.
- 33 Diamant-Cohen, B., Prendergast, T., & Estrovitz, C. (2013). Repeat after me! How repetition and multimodal representations of stories support early literacy development. *Children and Libraries*, 11(2): 20-24; Kryczka, Cathie. (2008). Again! Again! Read the same book 38 times in one sitting? Why kids love repetition - and how to keep your sanity. *Today's Parent*, 25(2): 47-48; Susina, J. (1998). Children's reading, repetition, and rereading: Gertrude Stein, Margaret Wise Brown, and *Goodnight Moon*. In *Second Thoughts: A Focus on Rereading*, edited by David Galef. Detroit, Michigan: Wayne State University Press, 115-125.
- 34 Haan, M. D., Pascalis, O., & Johnson, M. H. (2002). Specialization of neural mechanisms underlying face recognition in human infants. *Journal of Cognitive Neuroscience*, 14(2), 199-209.
- 35 Hirsh-Pasek, K., Adamson, L., Bakeman, R., Golinkoff, R.M., Pace, A., Yust, P. & Suma, K. (2015). The contribution of early communication to low-income children's language success. *Psychological Science*, 26, 1071-1083.
- 36 Partners for a Healthy Baby Home Visiting Curriculum: Before Baby Arrives. (2010). Florida State University Center for Prevention & Early Intervention Policy, 139.
- 37 Fink, C. & Marxer, M. "10 Ways Babies Learn When We Sing to Them!" NAEYC For Families. n.d. <https://www.naeyc.org/our-work/families/10-ways-babies-learn-sing-to-them>
- 38 Healy, J. M. (2010). Different learners: Why music and movement are brain food for every child. *Perspectives: Journal of the Early Childhood Music & Movement Association*, 5(1), 9-13.
- 39 Baker, F., & Mackinlay, E. (2006). Sing, soothe and sleep: A lullaby education programme for first-time mothers. *British Journal of Music Education*, 23(2), 147-160. doi:10.1017/S0265051706006899

Resources

- 40 DeCasper, A. J., & Fifer, W. P. (1980). Of human bonding: Newborns prefer their mothers' voices. *Science*, 208(4448), 1174-1176; Loewy, J. (2015). NICU music therapy: song of kin as critical lullaby in research and practice. *Annals of the New York Academy of Sciences*, 1337(1), 178-185.
- 41 Verny, T., & Weintraub, P. (1991). *Nurturing the Unborn Child: A nine month program for soothing, stimulating, and communicating with your baby*. NY: Delacorte, 80; Satt, B.J. (1984). *An Investigation into the Acoustical Induction of Intrauterine Learning (fetal conditioning, fetal learning, sound stimulation)*. PhD Thesis, California School of Professional Psychology.
- 42 MacKinlay, E., & Baker, F. (2005). *Nurturing herself, Nurturing her baby: Creating positive experiences for first-time mothers through lullaby singing*. *Women and Music: A Journal of Gender and Culture* 9, 69-89.
- 43 Goldberg, E., McKenzie, C. A., de Vrijer, B., Eagleson, R., & de Ribaupierre, S. (2020). Fetal response to a maternal internal auditory stimulus. *Journal of Magnetic Resonance Imaging*, 52(1), 139-145.
- 44 Birckmayer, J., Kennedy, A., & Stonehouse, A. (2008). *From Lullabies to Literature: Stories in the Lives of Infants and Toddlers*. Washington, DC: National Association for the Education of Young Children.
- 45 Nemeth, K. (2020). *Nurturing infants and toddlers with diverse language experiences*. *YC Young Children*, 75(2), 90-93.
- 46 Honig, A. S. (2005). The language of lullabies. *YC Young Children*, 60(5), 30; Carolan, M., Barry, M., Gamble, M., Turner, K., & Mascareñas, Ó. (2012). The Limerick Lullaby project: an intervention to relieve prenatal stress. *Midwifery*, 28(2), 173-180.
- doi:10.1016/j.midw.2010.12.006; Mackinlay, E., & Baker, F. (2005). *Nurturing herself, nurturing her baby: Creating positive experiences for first-time mothers through lullaby singing*. *Women and Music: A Journal of Gender and Culture*, 9(1), 69-89.
- 47 Hoenig, L. (2020). *From Parent to Patron: Stressing Early Literacy to New Parents*. *Children and Libraries*, 18(1), 31-32.
- 48 Dancy, R. B. (2012). *You Are Your Child's First Teacher: Encouraging Your Child's Natural Development from Birth to Age Six*. 3rd edition. Ten Speed Press; Association for Library Service to Children, and Public Library Association; Association For Library Services to Children (ALA) & Public Library Association (PLA). (2011) *Every Child Ready to Read @ Your Library*. Chicago: ALSC/ PLA.

5 Appendices

As previously noted, all of the following materials are also available for download from the *Mother Goose on the Loose* Website (www.mgol.net) by clicking on “MGOL *Hatchlings*” on the top menu, and then on the left hand navigation menu, select “Ready to Hatch Materials”. Choose the Ready to Hatch Materials for your state. Enter your password. Once logged in, you’ll find the following items:

- 57** A: Organizing Checklist / Timeline
- 59** B: Advertising Flyer
- 60** C: Logistics Questionnaire
- 61** D: Logistics Checklist & Blurb
- 62** E: Registration Form
- 63** F: Consent Form
- 64** G: Materials Checklist
- 65** H: Sign-in Sheet
- 66** I: Song Sheet
- 68** J: *Hatchlings* Headlines
- 76** K: [Evaluation Survey](#)
- 77** L: Design Your Own Session Template

APPENDIX A

Organizing Checklist/ Timeline

This is a tool for you to use however you want; an editable Word version is also available for downloading on the mgol.net website to modify in whatever way will be most helpful to you.

3 – 6 Months Ahead

- Determine who will be *Hatchlings* administrator and facilitators for the programs
- Decide on times and dates in collaboration with library branch(es)/ community partner location(s) and schedule appropriate staff
- Schedule location/technology availability for in-person, virtual only, and/or hybrid programming options
- Determine take-home kit procedures (pick-up and/or delivery before, during, after program options) and create a plan for distribution
- Determine which additional language versions will be needed, e.g. Spanish; secure translator to prepare surveys, handouts, promotional materials
- Ensure that publicity data/ event information is entered into computer databases and flyers/signage is ordered
- Work with communications department/staff to arrange for any special publicity or signage needs, such as press releases, social media, special distribution, and, inclusion in email blasts

- Check catalog, as appropriate, to determine materials to highlight for the program; work with materials management department if program requires the purchase of materials
- Determine hands-on activity materials needed and refreshments to purchase, if appropriate

1 – 2 Months Ahead

- Determine who will be responsible for on-site/virtual needs, such as room set-up, facilitating the program, and providing technical support, if needed.
- Schedule virtual platform, reserve equipment, and schedule staff (tech producers, greeters, & others)
- Finalize plans with *Hatchlings* administrator, facilitators, community partners, and anyone else involved in the program.
- Confirm schedules for all staff and sponsors
- Confirm on-site needs as appropriate, such as set-up, presenter introduction, sponsors, etc.
- Collate materials into kits ready for pick-up, delivery

2 - 3 Weeks Before a Program

- Confirm final details with team.
- Use social media for promotional push reminders about the program
- Check registration lists for upcoming programs. Confirm registrants using email, phone, WhatsApp, etc. to begin building relationships and remind them of the upcoming program.
- Track and manage take-home kit distribution to branches for pickup or delivery to partners/individual homes.

1 Week Before a Program

- Confirm with team for last-minute details, including confirmation of prepared consent forms and evaluations.
- Confirm arrangements, arrival time with branch staff/community partners.
- Confirm staff/community partner assignments such as set-up, tech producer, photographer, etc.
- Confirm presenter materials, kits for in-program activities, refreshments, if appropriate.
- Send email reminders / phone call/ WhatsApp reminders to all confirmed registrants.

Program Day

- Program facilitator will meet with on-site contact/staff to work through any last-minute details.
- Use materials checklist to ensure that all necessary forms have been printed and are available.
- Implement program, including room set-up and tear-down; relevant materials are displayed/available
- Count attendance
- Take photos as appropriate

After the Program

- Enter the program statistics; if you have an evaluator, share the consent forms, sign-in sheets, and surveys with them.
- Jot down observations, quotes, and anecdotes for any reports you will need to write. You may find the Reflection Sheet helpful for this.
- Choose your best photos to send your library's PR department and to use for advertising your next *Hatchlings Ready to Hatch* program. Be sure to note the date and location of the photo.
- Send a "thank you" to those involved (if deemed appropriate).

Advertising Flyer

Get ready for baby!

Hatchlings: Ready to Hatch

is an interactive early literacy program for expectant parents. Learn more about your baby-to-be through songs and fun activities.

When:

October 5, 2022
10:30-11:30am

Where:

**Everyone's
Free Library**

Registration required; to sign up, contact:
Youremailhere@gmail.com

IN PARTNERSHIP WITH:



**FREE book,
calendar and
song sheet for
attendees!**
Space is
limited to only
expectant
parents for this
session.

*Mother Goose
On The Loose*
Hatchlings
Ready to Hatch



APPENDIX C

Logistics Questionnaire

Below is a list of program considerations for local librarians to discuss before offering the program:

Accessibility

- Can you provide transportation to and from the program?
- Are the building/rooms where the sessions will take place accessible?
- How can you help parents with mobility issues?
- How can you publicize the program to members of the deaf community?

Interpreters

- Will you offer interpreters and how much notice do you need?
Each county has its own process for arranging interpreters. Different paperwork needs to be filled out depending on the language or the signing needed.
 - How much lead time is needed to schedule an interpreter?
- You may want to add: “Let us know in advance if you need an interpreter” in the languages most commonly spoken in your communities. This can also be in English for beginning ELLs.
 - Since translating is time consuming and the content in each session is sizable, material must be given to the translator ahead of time. Kirsten Grunberg translated an enormous amount of *Hatchlings* materials into Spanish and other librarians have contributed their translations, too. These materials are located on left menu by selecting “Ready to Hatch Spanish Materials.”
 - NOTE: As the program grows and the funding grows (hopefully) we aim to translate the materials into

Spanish.

Siblings

- Is there a program for siblings taking place at the same time?
- SibShops can be considered as an option

Lending Policies

- Do you lend out digital media, such as tablets? How can you let participants know this?
- Is there anything your library lends that expectant parents should know about?

Targeting Specific Audiences

- Can you offer the training to pregnant teenagers possibly through their school-based health center?
- Are there any other groups that you would like to specifically target?

Communication

- How can you continue communicating with families in between finishing “*Ready to Hatch*” and before “*In the Nest*”? Do you want to give them a gift during these transition periods to keep them engaged?

Staffing

- Will another staff person be available to help you set-up and clean up? If not, is there a volunteer available to help?
- Do you want an additional person with you during your first few programs? If so, how can that be arranged?

APPENDIX D

Logistics Checklist & Blurb for Registration

Logistics Checklist

Check off which services your library will be able to provide to registered attendees.

- Accessible building/ room where the sessions will take place
- Offer interpreters
- Programs for older siblings offered at the same time
- Lend out digital media
- Provide the materials in Spanish
- Playtime offered after the session

Check off reminder of information to give to people signing up:

- Remind parents that if they want an interpreter they must let you know ahead of time.

Blurb for Registration

This information should be shared with people who want to register to attend *Hatchlings: Ready to Hatch*.

This program combines tips about early literacy with lots of fun activities. You will receive a board book after attending the session.

We are going to be doing some program evaluation and taking photos of the sessions for articles and conference presentations. You will be asked to fill out a permission form for photos and videos. You will also be asked to fill out a survey about the session. Is that okay with you?

For library staff:

Ask people registering:

- “Do you have any special needs that we should be aware of?”
- “What is your pronoun?” Or “How would you like to be referred to in the program?”

Since participants will be signing our Consent Form for photos, they do not need to also sign the library’s permission form.

APPENDIX E

Registration Form



Mother Goose on the Loose
Ready to Hatch

Registration Form

Date:

First & Last Name	Contact Information (Email and phone)	Any special needs? (i.e. translator, accessibility, etc.)	Baby's due date
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

APPENDIX F

Consent Form

The consent form is intended to inform parents and attendees there will be photos and videos taken of the session. It is strongly recommended to fill out the consent form prior to the *Ready to Hatch* session. If possible, use the online survey at <https://bit.ly/RTH-Consent> as a template by copying the verbiage there to whatever online survey program your library uses. Creating a QR code and giving access to it via a flyer similar to the one shown below may be easier than asking program participants to fill out paper copies. If Internet access is an issue, downloadable copies of the consent form can be printed out from the *Mother Goose on the Loose: Hatchlings* website under “Paper Copy of the Consent Form.”



Welcome!

Please fill out the consent form
and we'll begin soon.

English

Paste QR
Code Here

Español

Paste QR
Code Here

APPENDIX G

Materials Checklist

This downloadable checklist of props needed to set up for your *Ready-to-Hatch* sessions makes it easy to gather the materials. Remember to include yourself and any other staff members as you count out items!

- Flannel board, magnetic board, or mini-easel
- *Ready to Hatch* panels
- 1 empty Mother Goose on the Loose tote bag for collecting chickitas
- *Ready to Hatch* Kits (one per person to place on chairs before the program starts, one for the facilitator and a few extra just in case) consisting of:
 - *Mother Goose on the Loose* Tote Bag (to hold all the items)
 - Chickitas (one per kit)
 - *Hello, My World* by Jannie Ho (one per kit)
 - *Hatchlings* song sheet and *Hatchlings* Headlines (one per kit)
 - Library/community partner events and info (one per kit, if available)
- 1 display kit for *Hatchlings: Ready to Hatch* containing:
 - a Mother Goose on the Loose tote bag
 - the *Happy Baby* cardboard book (if your library has the budget for this additional item),
 - the *Wiggle! March!* indestructible book,
 - a shaker,
 - a frog puppet,
 - an “*In the Nest*” songbook, and
 - Library/community partner info (if available)
- Homemade shaker (water bottle with dried lentils or rice) for display
- A few stuffed animals or sanitizable toys for parents who bring older siblings

APPENDIX H

Sign-In Sheet



Mother Goose on the Loose
Ready to Hatch

Sign-in Sheet

Date:

First & Last Name	Relationship to the Baby (e.g. Dad)	Your email and phone number
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		

Song Sheet

Mother Goose on the Loose Hatchlings: *Ready to Hatch*



Tip: Don't worry about whether you have a great singing voice or not! Just sing to your child whenever you can.

Hello Everybody, Yes Indeed

Hello, everybody yes indeed,
Yes indeed, yes indeed.
Hello, everybody, yes indeed,
Yes indeed my baby.

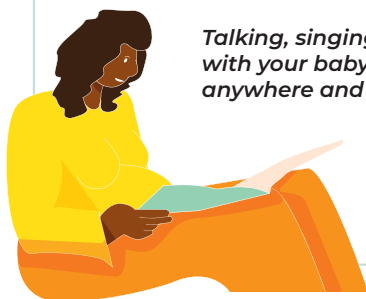
Hello My World, Yes Indeed

1. Hello, sun, yes indeed,
Yes indeed, yes indeed.
Hello, sun, yes indeed,
Yes indeed my baby.
2. What's going on, bird? Yes indeed,
Yes indeed, yes indeed.
What's going on, bird? Yes indeed,
Yes indeed my baby.
3. Bonjour, flowers, yes indeed,
Yes indeed, yes indeed.
Bonjour, flowers, yes indeed,
Yes indeed my baby.
4. What's up, clouds? Yes indeed,
Yes indeed, yes indeed.
What's up, clouds? Yes indeed,
Yes indeed my baby.

Tip: Singing this song when you are out on a walk introduces your baby to the world all around.

Talk, Sing, Share Books & Play

Talk, sing, share books and play.
Talk, sing, share books and play.
Talk, sing, share books and play.
Talk, sing, share books and play -- Hooray!



Talking, singing, and playing with your baby can be done anywhere and anytime.

I've Got Something in My Pocket

I've got something in my pocket,
it belongs across my face.
I keep it very close at hand,
in a most convenient place.
I'm sure you couldn't guess it
if you guessed a long, long while.
So I'll take it out and put it on,
it's a Great Big Loving Smile!

Great for singing while your baby is kicking in the womb.

Can You Kick With Two Feet

Can you kick with two feet, two feet, two feet?
Can you kick with two feet?
Kick, kick, kick, kick, kick.

Can you wiggle with ten fingers....
Can you clap with two hands....
Can you wave with two arms...
Can you kiss with two lips....

Pizza, Pizza Hot

(To the rhythm of "Pease Porridge Hot")
Pizza, pizza hot.
Pizza, pizza cold.
Pizza, pizza in the box,
Nine days old.

Clap softly along to the beat while reciting this rhyme.

Some like it hot.
Some like it cold.
Some like it in the box,
Nine days old! (I do! or Yuck!)

Hokey Pokey

You put your hand in, you take your hand out.
(Put one hand in front and then behind you)
You put your hand in and you shake it all about.
(Put one hand in front and shake)
You do the Hokey Pokey and you give a little shout:
(Cup hands in front of mouth)
"I love you without a doubt.. Hug!"
(Pretend to give your baby a hug)

Continue with "You put your head in, etc..."

Tip: Connecting movements with parts of the body helps to build your baby's vocabulary.



The Wheels on the Bus

The wheels on the bus go 'round and around,
'Round and around, 'round and around.
The wheels on the bus go 'round and around,
On our way to the library.

Even in utero, your baby loves to hear you sing songs. Sing songs that you know or make up your own songs. Let's say you are walking down the street and you see a cat. You can sing a song about the cat, like this:

The cat that I see goes, "Meow, meow, meow.
Meow, meow, meow...meow, meow, meow."
The cat that I see goes, "Meow, meow, meow,"
All through the day.

Or you can sing a song about a picture in a book. In Hello, My World, there is a picture of a puppy. You can sing:

The puppy on the page goes,
"Woof, woof, woof,
Woof, woof, woof...woof, woof, woof."
The puppy on the page goes,
"Woof, woof, woof,"
All through the day.

If you're on your way to attend a Hatchlings program at the library and you see a truck, you can sing:

The truck in the street goes
Vroom, vroom, vroom.
Vroom, vroom, vroom...vroom, vroom, vroom.
The truck in the street goes
Vroom, vroom, vroom,
On our way to the library.

I Have a Little Shaker

(tune: We're Going to Kentucky)

I have a little shaker, I'll shake it in the air.
I'll shake it over here. I'll shake it over there.
It can be a carousel. Going round and round.
It can be a shooting star, falling to the ground.
I have a little shaker, I'll shake it in the air.
I'll shake it over here. I'll shake it over there.
View at: <https://youtu.be/3yRh0M87lyM>

Tip: Singing and moving to music is a fun way to play with your baby.



All of these songs can be listened to by clicking on the QR code or going to <https://mgol.net/mgol-hatchlings/songs-and-rhymes-rth/>

Shakers Away

Shakers away, shakers away.
Put your shakers away today.
— Barbara Cass Beggs

Tip: This simple clean up song helps to turn cleaning up into a fun activity.

Twinkle, Twinkle

Twinkle, twinkle little star
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle little star
How I wonder what you are.

Tip: Singing a lullaby while gently rocking from side-to-side may help your fetus to relax!

Twinkle, twinkle, little star,
What a lively baby you are.
In my stomach very tight,
You keep me up all the night.
Twinkle, twinkle, little star,
What a lively baby you are.

This is a perfect tune for when you're rubbing your belly and thinking about your new little star-to-be.

The Library Song

Oh, the place for you and the place for me
is the local public library.
They have books and things
that they lend for free.
It's the latest, it's the greatest, it's the library.

Educational, informational,
entertainment that's sensational.
It's a way of life, it's for you and me.
It's the latest, it's the greatest, it's the library."
(Dum ba da da dum, dum dum)

The library's a great place to read to your baby, even before birth. Read, relax and take a load off your feet!

(*"The Library Song" was published in 1967 by Joleron Music Corp., and written by Fred Hertz and Joel Herron; it was a commercial on NPR.*)

Hatchlings Headlines

WELCOME



Hello,
Hatchlings Families!
Let's get to know each other
& the program.



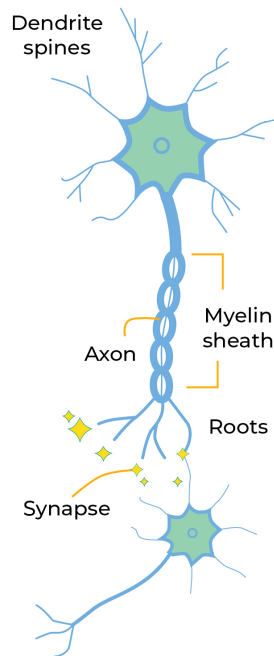
**Hello Everybody,
Yes Indeed**

ABOUT THE BRAIN

We learn through connections.

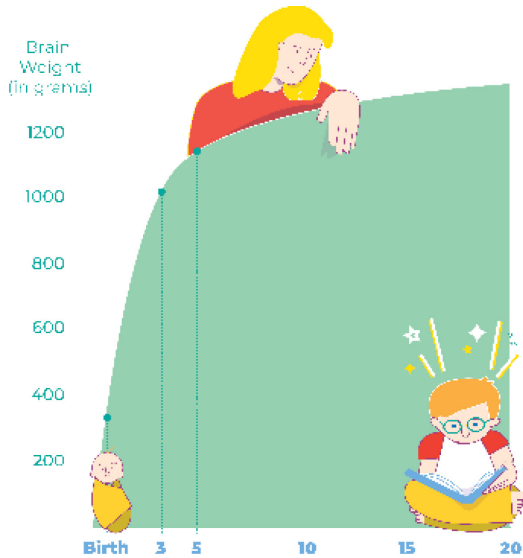


Our brain is full of cells, called neurons, and they look like that skinny little neuron. When a child is born, there are billions of these neurons in the brain. You can mimic these brain parts with your hands.



Hatchlings Headlines

ABOUT THE BRAIN



The majority of connections in the brain are formed in the first 3 years of life.

That's why it's never too early to talk, sing, share books and play!



Talk, sing, share books & play

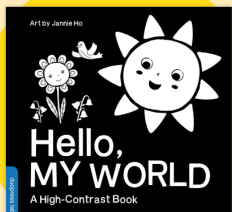
To your child, your voice is the most beautiful sound in the world.

Children love hearing the same stories. Cardboard books are the best for babies, and black and white pictures are the easiest for newborns to see.



Hatchlings Headlines

There are many ways to read a story...



Read the words aloud



Talk about the pictures



Ask questions and answer them!

and even sing a song!

Use familiar tunes to bring the book to life!



Hello Sun, Yes Indeed

Hello, sun

Yes indeed, yes indeed, yes indeed.
Hello, sun, yes indeed,
Yes indeed my baby.



What's going on, bird?

Yes indeed, yes indeed, yes indeed.
What's going on, bird? Yes indeed,
Yes indeed my baby.

Bonjour, flowers

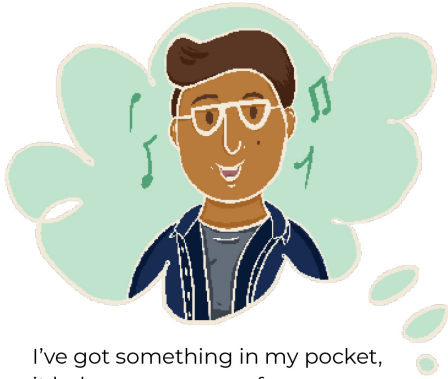
Yes, indeed, yes indeed, yes indeed.
Bonjour, flowers, yes indeed,
Yes indeed my baby.



What's up, clouds?

Yes indeed, yes indeed, yes indeed.
What's up, clouds? Yes indeed,
Yes indeed my baby.

Hatchlings Headlines



I've got something in my pocket,
it belongs across my face.
I keep it very close at hand,
in a most convenient place.
I'm sure you couldn't guess it
if you guessed a long, long while.
So I'll take it out and put it on,
it's a Great Big Loving Smile!

The brain likes to remember happy moments.

Your song is even more powerful if you smile when you sing.



**I've Got Something
in My Pocket**

Name the parts of the body as you sing about them.



**Can You Kick with
Two Feet?
& Pizza, Pizza Hot**

Can you kick with two feet,
two feet, two feet?

Can you kick with two feet?
Kick, kick, kick, kick, kick.

Continue with
wiggle with 10 fingers...
clap with two hands...
wave with two arms...
kiss with two lips...



Hatchlings Headlines



Rocking comforts, but dancing rocks!

Movement fires up the brain.

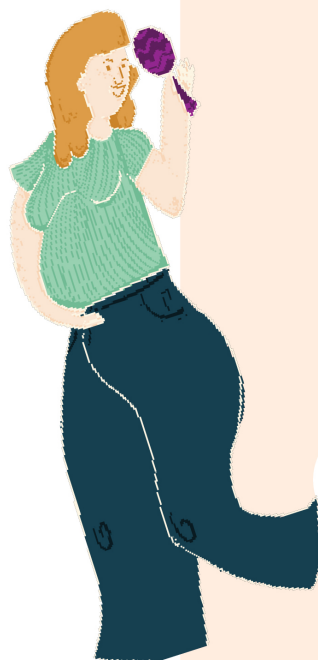


Hokey Pokey!

I have a little shaker,
I'll shake it in the air.
I'll shake it over here.
I'll shake it over there.
It can be a carousel.
Going round and round.
It can be a shooting star,
falling to the ground.
I have a little shaker,
I'll shake it in the air.
I'll shake it over here.
I'll shake it over there.



You can make your own shakers with household items!



Shake along to the beat!

Any song is fine to sing and any rhyme is great to recite; don't limit yourself to children's songs



I Have a Little Shaker

Hatchlings Headlines

**Any song is good.
Feel free to
change words.**



Wheels on the Bus

Have fun and be playful!
Talk about things you see.



**Lullabies help
babies relax.**

Any song can be a lullaby, just sing
it slowly and softly.



**Twinkle, Twinkle Little Star
& The Wheels on the Bus**



Share songs that
your parents and
grandparents
sang with you,
too.

APPENDIX J

Hatchlings Headlines



Twinkle, Twinkle Little Star Alternate

Twinkle, twinkle, little star,
What a lively baby you are.
In my stomach very tight,
You keep me up all the night.
Twinkle, twinkle, little star,
What a lively baby you are.

**The place for you
and the place for me
is the local public
library!**



Oh, the place for you
and the place for me
is the local public library.
They have books and things
that they lend for free.
It's the latest, it's the greatest,
it's the library.

Educational, informational,
entertainment that's sensational.
It's a way of life, it's for you and me.
It's the latest, it's the greatest,
it's the library.
(Dum ba da da da dum,
dum dum)

Hatchlings Headlines

Visit the Library



Check in with your body
& your doctor



Stay Hydrated!

Self-care is very important for both you and your fetus.

QUESTION

What is something important that you learned today, or one thing we did here that you look forward to doing at home?

Questions?

Let's take a group photo!
Make sure your nametag shows.

Don't leave before...



Please return the kits & fill out exit surveys.

Don't leave without...



APPENDIX K

Evaluation Survey

The evaluation survey is meant to be administered after each participant's *Ready to Hatch* session, in order to get immediate feedback on the effectiveness of the program. The print form can be downloaded and copied from: <https://bit.ly/RTH-Session-Eval>

You may want to create an online survey using the print survey as a template. To access that or an online evaluation, you can create a QR code to put on a flyer similar to the one shown below.

Mother Goose

On The Loose

Hatchlings: Ready to Hatch

Thanks for coming!

Please complete the evaluation survey.

English

Paste QR Code Here

En español

Paste QR Code Here



Workshop Evaluation

Thank you for your participation in this workshop! Please provide your feedback about the program by completing the following questions.

DEMOGRAPHIC INFORMATION

Your Name: _____

Email: _____

Phone Number: _____

What month is your baby due? _____

Date of Workshop: _____

ABOUT THE WORKSHOP

1. Where did you attend the workshop?

(For example, Name of Library, Community Partner, etc.)



2. I learned something by participating in this workshop.

(Please rate your agreement with this statement, with 5 being the highest value.)

<input type="checkbox"/> 1. Strongly Disagree	<input type="checkbox"/> 2. Disagree	<input type="checkbox"/> 3. Neutral	<input type="checkbox"/> 4. Agree	<input type="checkbox"/> 5. Strongly Agree
---	--------------------------------------	-------------------------------------	-----------------------------------	--

3. Please rate your knowledge in each of the following areas BEFORE and AFTER this workshop.

1 - Not knowledgeable at all 2 - Not very knowledgeable 3 - Somewhat knowledgeable 4 - Very knowledgeable 5 - Extremely knowledgeable

AREA: Baby's brain development					
	1	2	3	4	5
BEFORE WORKSHOP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AFTER WORKSHOP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AREA: The value of reading aloud and singing to my baby before birth					
	1	2	3	4	5
BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AFTER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AREA: How reading (book sharing), singing, talking and playing with my baby daily will help my baby's brain develop					
	1	2	3	4	5
BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AFTER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



4. I feel more confident about what I just learned.

(Please rate your agreement with this statement, with 5 being the highest value.)

1. Strongly Disagree
 2. Disagree
 3. Neutral
 4. Agree
 5. Strongly Agree

5. Please rate your confidence in each of the following areas BEFORE and AFTER this workshop.

1 - Not confident at all
 2 - Not very confident
 3 - Somewhat confident
 4 - Very confident
 5 - Extremely confident

STATEMENT: The ability to support my baby's brain development

BEFORE WORKSHOP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AFTER WORKSHOP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STATEMENT: How to read aloud and sing to my baby before birth.

BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AFTER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STATEMENT: How to read (share books) with my baby after birth to support early literacy development

BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AFTER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STATEMENT: How to sing, talk, and play with my baby after birth to support early literacy development

BEFORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AFTER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX L

Design Your Session Template

Use the following structure to design and adapt your own *Hatchlings: Ready to Hatch* programs.

Welcoming Comments

Rhymes and Reads

Body Rhymes

Stand-up Actions

APPENDIX L

Animals

Musical Instruments

Lullaby

Library Information

Questions and Information

Closing Ritual